

Glencoe

OUR WORLD TODAY

People, Places, and Issues

Unit 1 Learning About Our World

Chapter 1 Our Social World

Chapter 2 Earth Patterns



**Glencoe
McGraw-Hill**

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California

BOOK ORGANIZATION

Glencoe offers resources that accompany *Our World Today: People, Places, and Issues* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

How This Book is Organized

Each unit resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

Unit-Based Resources

We have organized this book so that all unit resources appear in the first part of the unit resources books. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options.

Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. For example, in the Unit 1 Resources booklet Chapter 1 blackline masters appear immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, Ohio 43240-4027

ISBN 0-07-829379-0

Printed in the United States of America

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TO THE TEACHER

The Total Package—Our World Today: People, Places, and Issues Classroom Resources

Glencoe's Unit Resources books are packed with activities for the varied needs of all of your students. They include the following activities.

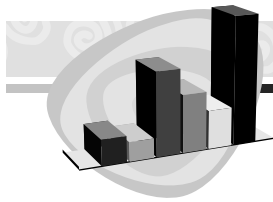
Activities Found in Unit Resources Booklets

- **Regional Atlas Activities**
These activities enable students to work with the information in the Regional Atlas sections of the student textbook. The activities require students to focus on political and physical maps, charts and graphs, and facts about cultural geography related to each region of the world.
- **Economics and Geography Activities**
These interdisciplinary activities provide students with the opportunity to analyze and interpret geographical concepts and maps in relation to economics and the economies of the world's regions. The activities are designed to help students appreciate how economics and geography are interrelated.
- **History and Geography Activities**
These interdisciplinary activities provide students with the opportunity to analyze and interpret maps in relation to historical events. Students are required to practice using geography skills as an aid to understanding history.
- **Environmental Case Studies**
These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world's regions. Case studies include critical thinking questions and activities designed to extend students' knowledge and appreciation of environmental challenges.
- **Citizenship Activities: Geography and Your Community**
These application activities give students the opportunity to participate in their communities. The activities involve students in grassroots community projects that may have national or international implications. The projects help students understand how geography affects their own lives on a daily basis. The projects also show students how they can use their communities as resources for becoming geographically informed persons.
- **World Literature Readings**
These readings provide students with the opportunity to read literature by or about people who live in each of the world's geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Vocabulary Activities**
These review and reinforcement activities help students to master unfamiliar terms used in the student edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.
- **Cooperative Learning Activities**
These extension activities offer students clear management directions for working together on a variety of activities that enrich prior learning.
- **Chapter Map Activities**
These activities include 89 reproducible outline maps, which can be used for a variety of purposes. Twenty-five pages of teacher strategies are included that offer suggestions for using the reproducible maps in the classroom.
- **Chapter Skills Activities**
These reinforcement activities correspond to the skills lessons presented in each student textbook chapter. The activities give students the opportunity to gain additional skills practice.
- **Reteaching Activities**
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.
- **Critical Thinking Skills Activities**
Critical thinking skills are important to students and to their roles as future voting citizens because they provide the tools to live and work in an ever-changing world. These activities show students how to use information to make judgments, develop their own ideas, and apply what they have learned to new situations.
- **Map and Graph Skills Activities**
These activities help students develop and practice map- and graphic-based skills. These activities develop the map and graph skills that will help students become geographically informed persons.
- **Reading and Writing Skills Activities**
These activities help students develop and practice reading and writing skills. These activities are designed to help students not only develop geography skills, but to enable students to apply, relate, interpret, analyze, compare, organize, and write about geography facts and concepts.
- **GeoLab Activities**
These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the textbook.
- **Enrichment Activities**
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.
- **Guided Reading Activities**
These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the textbook.



Unit 1 Resources

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Economics and Geography Activity 1

The Gross National Product

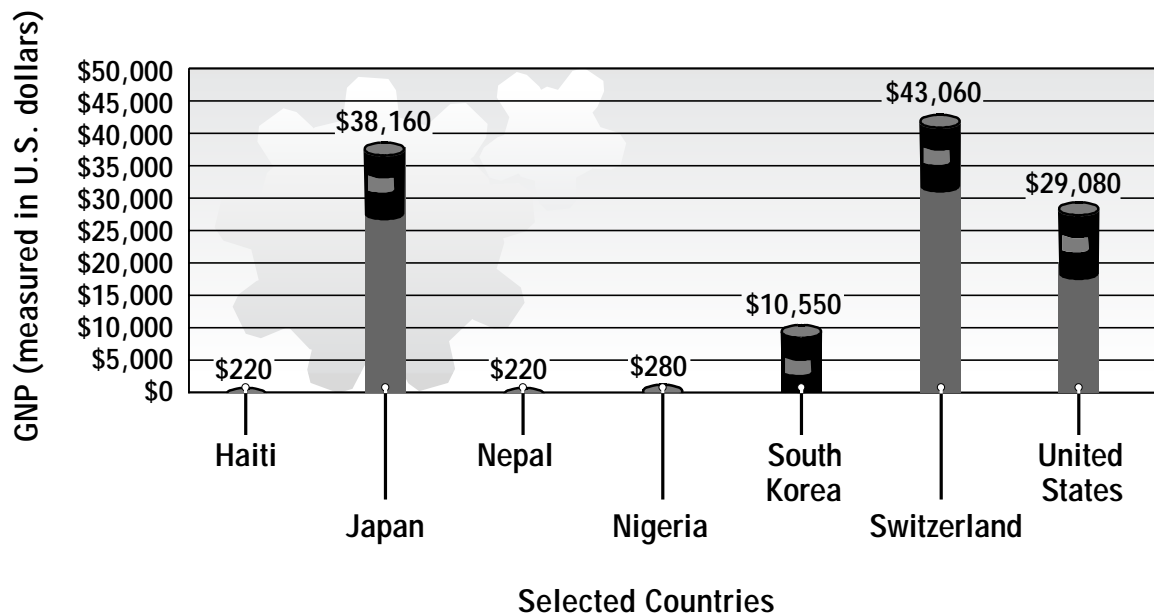
The **gross national product**, or **GNP**, is the total dollar value of all final goods and services produced by a country in a year. The higher a country's GNP, the healthier its economy. Economy is a system of producing and distributing the material needs of a society. Economists are experts in the economy. They measure GNP by using statistics and by making educated guesses. **Statistics** are real numbers. The number of automobiles produced in the United States is a statistic. It is easily measured because car manufacturers know how many cars they have produced. However, services such as babysitting or

lawns mowed part-time by teenagers require economists to guess in order to count them and decide the value of the services. Although GNP is not entirely accurate, it is the best measure of what a country has produced.

A high GNP means a better standard of living for a country's people. **Standard of living** is the quality of life based on a person's income and material goods. A high standard of living is directly tied to a society's well-being. Another factor that improves the well-being of a society is the **literacy rate**. The literacy rate is the percentage of people who can read and write.

Directions: Use the graphs below to answer the following questions in the space provided.

GNP (Per Person) of Selected Countries



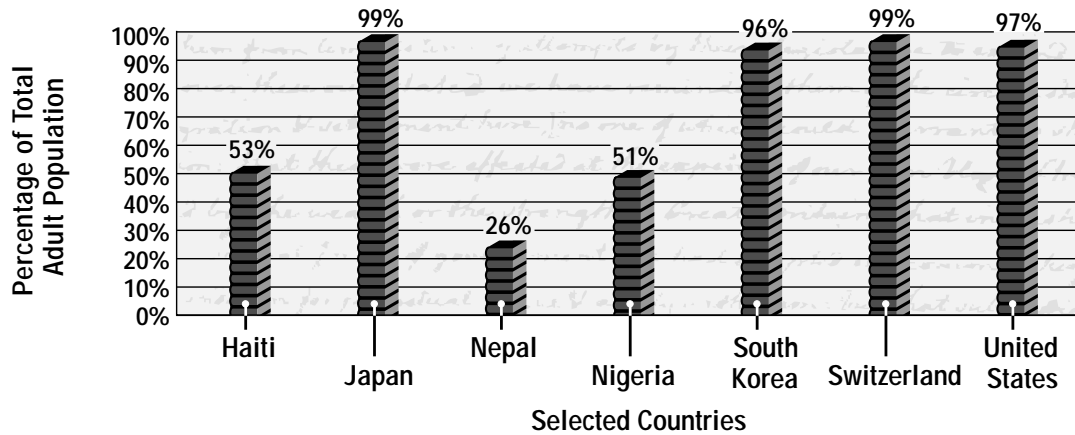
SOURCE: *The World Book Encyclopedia*, (Vol. 12, 351), 1999.

LEARNING ABOUT OUR WORLD

Economics and Geography Activity 1 (continued)

UNIT 1

Literacy Rate of Selected Countries



SOURCE: *The New York Times Almanac*, 1999.

1. Define GNP.

2. Which country on the graph has the highest GNP?

3. Which countries have the lowest GNP?

4. Which countries on the graph have the highest literacy rates?

5. Which country has the lowest literacy rate?

6. List the countries in order from highest to lowest GNP.

7. List the countries in order from highest to lowest literacy rates.

8. Compare your answers for questions six and seven. How does a country's GNP compare to its literacy rate?

9. How do you think a country's literacy rate may affect its GNP?

10. Critical Thinking Activity Literacy is only one of many factors that influences the GNP of a country. Working in pairs or small groups, brainstorm and make a list of other factors, like the weather, that might influence GNP. Be prepared to explain your choices.



History and Geography Activity 1

Water: The Explorers' Highway

How did people move from place to place before trains, planes, and automobiles were invented? People could walk, and they did. By taming animals such as horses, people could travel farther, go faster, and carry a larger load.

Traveling by Water

Long ago, humans discovered the convenience of traveling by water. The earliest forms of water transportation consisted of hollowed-out logs with long poles to push against the bottom of a shallow lake or stream. Over the centuries, humans learned to use oars, then sails, to make the boats go faster and farther. Rudders and improved boat designs helped people steer better through the water. Soon boats could travel farther and carry larger loads than other forms of transportation.

Humans learned to navigate rivers, streams, and lakes. At first, humans did not roam far from land. They would travel as far as possible during daylight and bring the boat ashore each night. Some sailors ventured across large lakes. This would take them out of sight of land for a day or more; yet they knew what lay across the lake. They knew their destination.

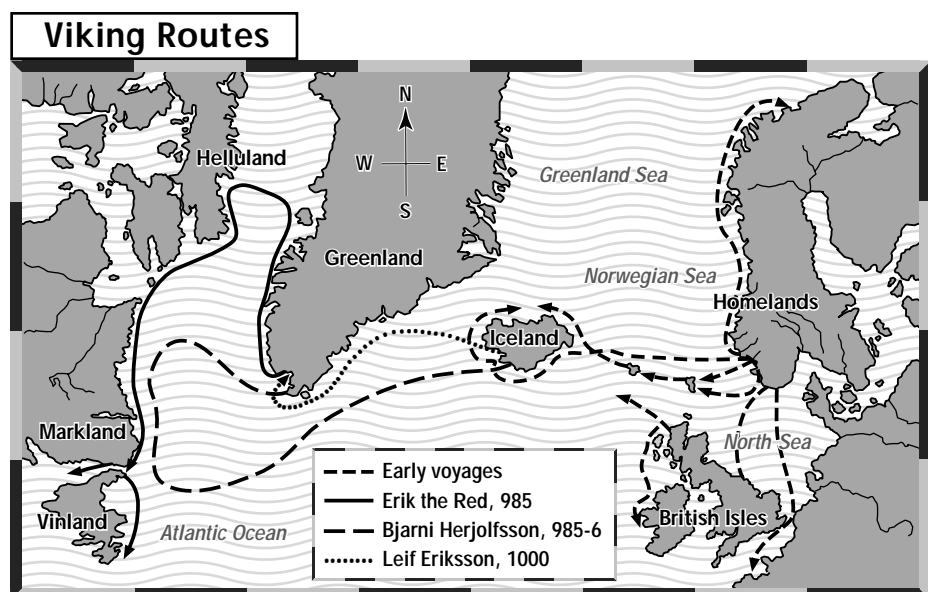
Eventually, sailors traveled into the salt-water seas and oceans. These trips involved more danger. Sailors on the seas encountered harsh weather. Violent storms could overturn ships. The sailors could be lost at sea, and no one would ever know for

sure what had happened to them. On the other hand, days of calm made the sails unusable and forced the crew to use the oars. Food and fresh-water could be used up if the boat met too many bad weather conditions.

Exploring Other Lands

More than a thousand years ago, Viking ships sailed into the oceans. Historians believe that the Vikings were the first sailors to explore the unknown waters of the north Atlantic Ocean. At first, their voyages into the ocean stayed close to the coastline of Scandinavia in the northern part of Europe. Then the Vikings ventured out into the North Sea and landed in the British Isles. Eventually they traveled farther west, arriving in Iceland.

The Vikings established a colony on Iceland that eventually had 12,000 people. Using Iceland as a starting point, adventurers such as Erik the Red, Bjarni Herjolfsson, and Leif Eriksson explored Greenland and the North American coastline. The voyages were dangerous because



LEARNING ABOUT OUR WORLD**History and Geography Activity 1 (continued)****UNIT 1**

they traveled for days in cold, choppy waters out of sight of land. The routes for some of their voyages are shown in the map on the previous page.

Upon returning, these adventurers would know that land was near when they started to see seals and seabirds. Both types of animals live some parts of their lives on land. The sight of a seal floating in the water or a gull flying overhead was a sign that the voyage was nearing an end.

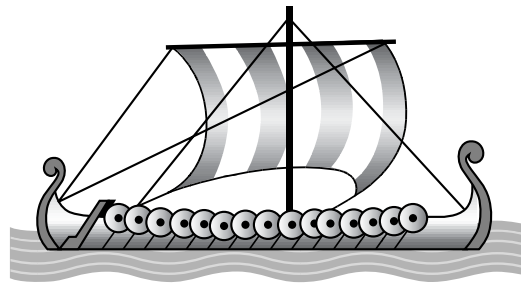
Many people today wonder what it was like to sail as the Vikings did. In 1997 modern descendants of the Vikings set sail from Greenland in boats similar to those used by their ancestors. They sought to follow the same route taken by the great adventurers of the past. Their first attempt failed when they could not steer the ship properly. Later, a smaller crew set sail. It took

them 87 days of sailing and rowing to travel the route from Greenland to Newfoundland.

Sources:

Smithsonian, Voyage Route Map. Retrieved September 22, 2000 from the World Wide Web://www.mnh.si.edu/vikings/vvp1_2_1.html

_____. (Oct. 2, 1998). "A Viking Voyage Lands, at Last." *Time for Kids*. p. 2.



Directions: Answer the questions below in the spaces provided.

1. Why did humans learn to travel by water?


2. What types of bodies of water were first explored?

3. Why were trips on seas and oceans more dangerous than trips on rivers or lakes?

4. On what island did the Vikings establish a colony that served as a starting point of explorations to the west?

5. How did sailors know when they were nearing land?

6. **Drawing Conclusions** Examine the routes taken by the Viking explorers. What do you think influenced the routes they took?

7.  **Mapping Activity** Imagine that you are an early explorer of North America from Europe. Copy or draw a map of North America from your textbook. Show the likely route you would take as you explored this new territory. Remember, there are no roads, no cars, no motels, no trains, and no planes. Indicate the place where you would locate a colony. Write one paragraph describing why you chose this location.



Environmental Case Study 1

Taking the Earth's Temperature

Overview

Melting ice caps, violent storms and droughts, record-breaking temperatures—people point to events like these as proof that the earth is getting warmer. While some scientists disagree, most are convinced that this is true. How do they know? How do scientists take the earth's temperature? This case study describes several of their methods.

Instrument Measures Each day, at a worldwide network of weather stations on land and at sea, scientists take the temperature of the earth. To find the average global temperature, scientists divide the planet into a grid. They put the temperature readings from all the weather stations in the grid boxes and then average the measurements.

By the early twentieth century, scientists recorded temperatures almost everywhere around the world. Scientists have gathered and studied records from more than 7,000 weather stations. They have found that, since 1860, the global surface temperature has risen by more than 1 degree

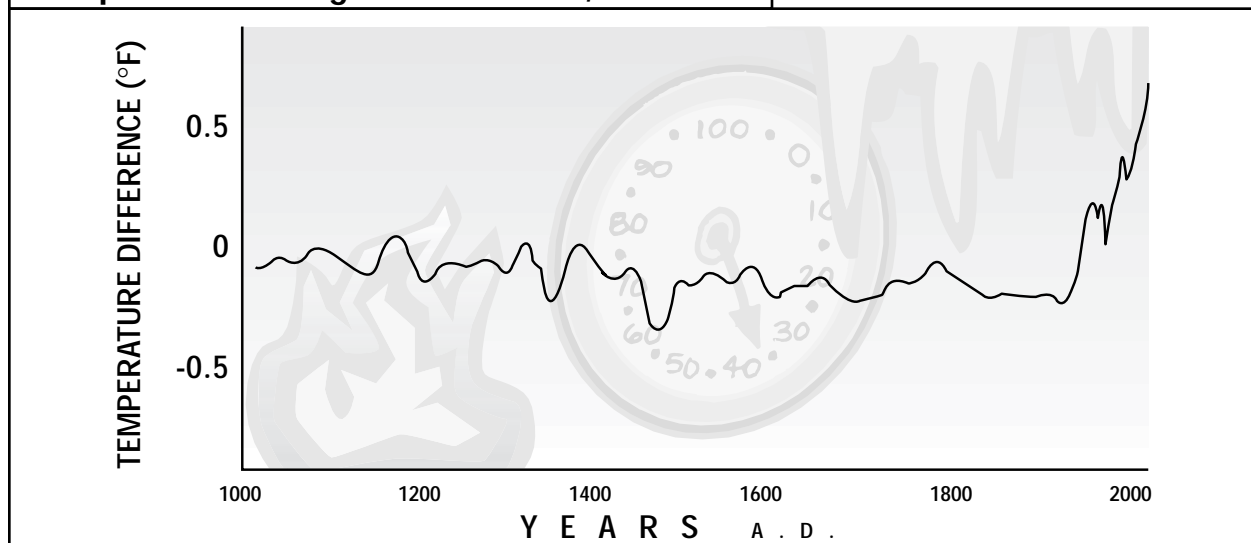
Fahrenheit, or .5 degrees Celsius. Satellite data from the past 20 years confirm that the temperature has been rising, though more slowly than the records from weather stations show.

This information, however, does not give us the whole picture. To be sure that the earth is getting warmer now, we would have to know what the temperature was for a large part of the world going back thousands of years. For that job, scientists turn to **paleoclimatology**—the study of past climate. One tool of paleoclimatologists is historical documents.

Ancient Writings Long ago, people wrote about events in the natural world around them. Monks, for example, noted blizzards, harvests, and droughts. Today, paleoclimatologists search through journals, newspapers, and other sources looking for such accounts. From these descriptions they can gauge temperatures for certain places and times.

Records from so long ago survive in only a few areas of the world, however. To estimate past temperatures globally, scientists turn to tree rings,

Temperature Changes Over Past 1,000 Years

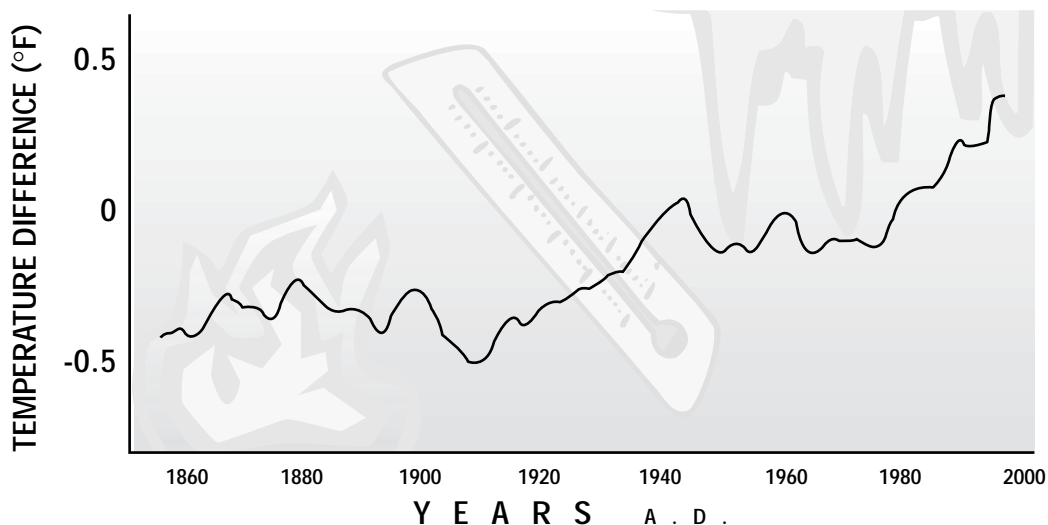


LEARNING ABOUT OUR WORLD

Environmental Case Study 1 (continued)

UNIT 1

Temperature Changes Since 1860



coral, and other things in nature that, because of how they are made or what they contain, preserve information about the past. One such record is mud at the bottom of lakes.

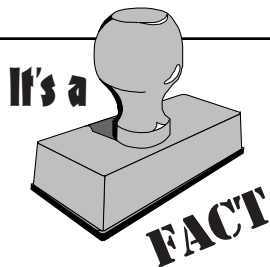
Lake and Ocean Sediments Cores from lake mud and cores taken from glaciers and ice sheets provide scientists with important clues about temperatures in the past. Each year, scientist Raymond Bradley and his team travel to Lake Tuborg in the Canadian High Arctic, 500 miles from the North Pole. They drill through the frozen lake, taking from its bottom long, tube-shaped samples of mud called **cores**. The mud in a core appears

in distinct layers. One layer forms each summer, when snow melts and carries sediments into the lake. A thicker layer means a warm spring occurred that year because more snow melted, producing more mud. From studying and comparing the different layers of mud in a core, scientists can get yearly temperature data for hundreds of years.

Tree Rings Trees are another good way to measure past global temperatures because they grow all over the world. Each year, as a tree grows, it adds a new ring of wood. During warm years the rings are thick. During cool years they are thin.

By comparing the ring patterns of many trees, scientists can pinpoint the year a ring was produced and estimate the temperature of that year.

Results With evidence like this, scientists have been able to



1. In measuring past global temperatures, tree scientists study bristlecone pines in the White Mountains of California. These trees are the oldest living inhabitants of the earth. The oldest of these trees, which is named "Methuselah," is more than 4,700 years old.

2. The record high temperatures in the 1990s were the warmest the earth has seen in at least 1,000 years.

LEARNING ABOUT OUR WORLD

Environmental Case Study 1 (continued)

estimate temperatures going back a thousand years. Some recent studies conclude that the twentieth century was the warmest century in the past 600 to 1,000 years. The research continues.

Taking the Earth's Temperature: Review the Facts

Directions: Write the answer to each question in the space provided.

1. How do scientists determine the average global temperature today?

2. Why are temperature records since 1860 not adequate to show that the earth is warming?

3. Define *paleoclimatology*.

GLACIERS AND ICE SHEETS

Ice cores yield an amazingly good record of global climate. Each year the snowfall on a glacier or ice sheet freezes and forms a new layer. Scientists can count these layers to date events such as volcanic eruptions. They can analyze water in the ice to determine temperatures. They can also examine other things the ice holds. For example, the ice might contain dust that was carried by the wind and dropped into the snow. This dust might have air molecules holding atmospheric gases. This data helps scientists form a picture of the earth's climate from thousands of years ago.

The ice records both human and natural effects on climate. For example, sulfuric acid and nitrates point to the start of the Industrial Revolution. The amount of materials levels off after the 1972 U.S. Clean Air Act. The ice also contains fallout from the Chernobyl nuclear accident in the Soviet Union in 1986.

4. Give three examples of the kinds of information scientists can get from ice cores.

A. _____

B. _____

C. _____

5. What can scientists learn from tree rings?

LEARNING ABOUT OUR WORLD**Environmental Case Study 1 (continued)****UNIT 1****Make a Global Warming Informational Brochure**

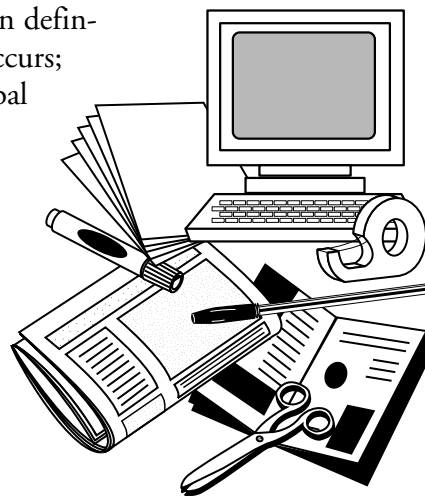
The increase in the earth's average temperatures is known as global warming. The long-range effects of global warming are unknown. Many scientists believe that a rise in the earth's temperatures would melt parts of the icy regions at the North and South Poles. As a result, the level of the oceans would rise, flooding many parts of the earth. Then many people who live in low-lying areas would have to move, which could crowd other regions of the world. Many journalists and organizations report on global warming in print and on the Internet. Create an informational brochure about global warming.

Materials

- notebook or construction paper
- pens and markers
- research materials, such as newspapers and magazines (or access to the Internet)
- scissors
- paste or adhesive tape

What to Do

1. Look through print newspapers and magazines or on the Internet for articles and information from around the world that is related to global warming. Cut out, photocopy, or print the stories and any pictures that you might want to use in your brochure.
2. Select and write about information from your research to include in your brochure. For example, you may choose to focus on defining global warming; explaining how global warming occurs; listing different theories, viewpoints, and facts about global warming; or proposing solutions to global warming.
3. Include any photos, graphs, or other visual information, arranging them as you like.
4. Design a cover and create a title for your brochure. Review your work to make sure the information is presented clearly.
5. Share your brochure with your classmates.





LEARNING ABOUT OUR WORLD

Citizenship Activity 1

Start a Recycling Program

Why It's Important Earth is a living, changing planet. Earth's environment, or natural surroundings, is changed partly by human actions. Humans change the environment by cutting roads through mountains or clearing land and forests for housing developments or bigger farms. Some human actions may help people and the environment. Other actions may damage the environment.

One way that humans harm the environment is by creating too much trash. People now realize that we are running out of places to bury or burn trash. One solution to this problem is to recycle the trash. Recycling programs help cut down on the amount of garbage we simply throw away. If we do not recycle, Earth may have more land devoted to garbage dumps than to living spaces.

Background

In earlier times when there were few people on Earth, recycling was not necessary. As the population on Earth grows, so does the need to recycle. Every year, millions of tons of garbage are collected in the United States alone. Americans create more than 75 million tons of tires, appliances, furniture, paper, certain disposable products, and clothing every year. Glass, aluminum cans, plastic containers, steel and other metals, and other paper products make up another 57 million tons of garbage. Grass clippings and tree limbs also add to the garbage pile.

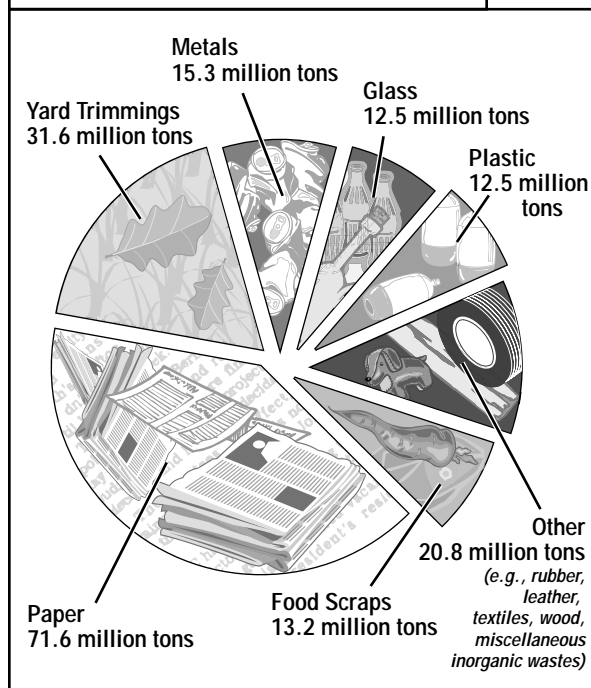
For many years, no one thought about what happened to drink cans or food boxes that they tossed into the trash. On the edges of many towns, there were dumps where people threw away old clothes, furniture, boxes, and other trash. Then people began to notice that the garbage heaps were growing bigger. These garbage heaps smelled bad and sometimes even caught on fire. Something had to be done. People started to recycle to cut down on the amount of trash.

Questions to Consider

Directions: Answer the questions below on a separate sheet of paper.

1. What do you do with drink cans and other recyclable items? Does your family have a recycling program? If not, how could you begin recycling?
2. What types of people recycle? Do you think these people care more about the environment than others? What types of people do not recycle?
3. Do garbage dumps cost anything to maintain? How do they affect the economy of your community?

What's in America's Trash?



SOURCE: Environmental Protection Agency, 2000 (online).

LEARNING ABOUT OUR WORLD**Citizenship Activity 1 (continued)****UNIT 1**

4. Why does garbage build up more in certain areas rather than in other areas?
5. Would you want to live near a garbage dump? Why or why not? Would you want to live near a recycling center? Why or why not?

Your Task

Your task is to design and begin a recycling program in your classroom. Do this by first creating and displaying a poster for recycling awareness and then creating a classroom recycling collection center.

How to Do It

Directions: Follow the steps below to complete the activity.

1. Research to learn about recycling programs in your community. Do your city services include a recycling pickup, or do you need to make arrangements with a private recycling business? Will someone pick up the recyclable items, or do you have to deliver them?
2. Make notes about how you need to prepare the recycled items for pickup or delivery. Do you need to separate plastic items from aluminum cans, for example?
3. Interview someone from the Environmental Protection Agency, someone from a recycling business, or a volunteer who works to protect the environment. Ask this person why your class should be involved in reducing waste and recycling, and how you can help. You might want to invite a speaker to your class.
4. Create a poster from the information you have obtained that tells students **why** they should reduce waste and recycle, and **how** they can reduce waste and recycle.
5. In one corner of the classroom, display the poster. Add containers to the display to collect items. Label each container with the type of items that can be placed in it. For example, if you need to separate plastic from cans, provide a container for each and label one "recyclable plastic" and the other "recyclable cans." Add a box to collect notebook paper and another to collect old newspapers.
6. Have a sign-up sheet for students to volunteer to take the recyclable items to the pickup spot or to deliver them to the recycling business.

Did You Know?

Recycling and waste prevention pays off. In Zeeland, Michigan, furniture manufacturer Herman

Miller, Inc. (HMI) reports savings of \$1.4 million a year through waste prevention. HMI uses packaging containers recycled from detergent and milk containers. These can be reused 80 to 100 times. HMI also sponsors workshops and waste prevention fairs to help other companies. At the first fair in 1991, more than 300 people attended. By the next year, there were 900 people interested in learning about ways to help the environment while saving money.

Follow-Up Activity

Is your classroom recycling program a success? If not, determine why it is failing and, as a class, work to come up with suggestions for improving the program. If your recycling program is a success, work as a class to set up a school recycling program.



World Literature Reading 1

About the Selection From ancient times to this day, legends, myths, stories, and literature have helped people answer questions about creation, nature, and our relationship to everything in and beyond our world. Even before people could read and write, stories were passed down by word of mouth. This selection is a Seneca story about the origin of legends. The Seneca are Native Americans, a part of the Iroquois League. The Iroquois people lived in what is now New York, Pennsylvania, and Ohio.



Reader's Dictionary

longhouse: traditional dwelling or home of Iroquois people
game: a wild bird or animal hunted for food
Naho: an Iroquois word meaning "I have spoken."

Guided Reading As you read the story, notice what happens to the cold air and snow when the stories are told. Then answer the questions that follow.

a Seneca story as told in KEEPERS OF THE EARTH

Long ago, there were no stories in the world. Life was not easy for the people, especially during the long winters when the wind blew hard and the snow piled high about the longhouse.

One winter day a boy went hunting. He was a good hunter and managed to shoot several partridge. As he made his way back home through the snow, he grew tired and rested near a great rock which was shaped almost like the head of a person. No sooner had he sat down than he heard a deep voice speak.

"I shall now tell a story," said the voice.

The boy jumped up and looked around. No one was to be seen.

"Who are you?" said the boy.

"I am Great Stone," said the rumbling voice which seemed to come from within the Earth. Then the boy realized it was the big standing rock which spoke.

"I shall now tell a story."

"Then tell it," said the boy.

"First you must give me something," said the stone. So the boy took one of the partridge and placed it on the rock.

"Now tell your story, Grandfather," said the boy.

Then the great stone began to speak. It told a wonderful story of how the Earth was created. As the boy listened he did not feel the cold wind and the snow seemed to go away. When the stone had finished the boy stood up.

LEARNING ABOUT OUR WORLD**World Literature Reading 1 (continued)**

UNIT 1

"Thank you, Grandfather," said the boy. "I shall go now and share this story with my family. I will come back tomorrow."

The boy hurried home to the longhouse. When he got there he told everyone something wonderful had happened. Everyone gathered around the fire and he told them the story he heard from the great stone. The story seemed to drive away the cold and the people were happy as they listened and they slept peacefully that night, dreaming good dreams. The next day, the boy went back again to the stone and gave it another bird which he had shot.

"I shall now tell a story," said the big stone and the boy listened.

It went on this way for a long time. Throughout the winter the boy came each day with a present of game. Then Great Stone told him a story of the old times. The boy heard the stories of talking animals and monsters, tales of what things were like when the Earth was new. They were good stories and they taught important lessons. The boy remembered each tale and retold it to the people who gathered at night around the fire to listen. One day, though, when the winter was ending and the spring about to come, the great stone did not speak when the boy placed his gift of wild game.

"Grandfather," said the boy, "Tell me a story."

Then the great stone spoke for the last time. "I have told you all of my stories," said Great Stone. "Now the stories are yours to keep for the people. You will pass these stories on to your children and other stories will be added to them as years pass. Where there are stories there will be more stories. I have spoken. *Naho.*"

Thus it was that stories came into this world. To this day, they are told by the people of the longhouse during the winter season to warm the people. Whenever a storyteller finishes a tale, the people always give thanks, just as the boy thanked the storytelling stone long ago.

Source: Michael J. Caduto and Joseph Bruchac. *Keepers of the Earth, Native American Stories and Environmental Activities for Children*. Golden, Colorado: Fulcrum, Inc., 1997.

Analyzing the Reading

1. The standing rock said his name was Great Stone. What did the boy call him?
-

LEARNING ABOUT OUR WORLD

World Literature Reading 1 (continued)

2. What was the first story Great Stone told the boy?

3. **Critical Thinking** How did the stories make life better for the boy and his people? Find two examples to support your answer.

About the Selection For thousands and thousands of years, creation stories have been told and have become the folklore of many cultures. In the United States, the following creation story is told with variations by the Onondaga, Native Americans also in the Iroquois League.



Reader's Dictionary

loon: type of diving bird that eats fish
muskrat: a rodent that lives in or near water

Guided Reading As you read the story, notice the animals' behavior toward the woman falling from the sky. Then answer the questions that follow.

THE CREATION

an Onondaga story as told by Joseph Bruchac

Before this world came to be,
there lived in the Sky-World
an ancient chief.
In the center of his land
grew a beautiful tree
which had four white roots
stretching to each
of the four directions:
North, South, East and West.
From that beautiful tree,
all good things grew.

Then it came to be
that the beautiful tree
was uprooted and through
the hole it made in the Sky-World
fell the youthful wife
of the ancient chief,
a handful of seeds,
which she grabbed from the tree
as she fell, clutched in her hand.

LEARNING ABOUT OUR WORLD

World Literature Reading 1 (continued)

UNIT 1

Far below there were only water
and water creatures
who looked up as they swam.

"Someone comes," said the duck.
"We must make room for her."

The great turtle swam up
from his place in the depths.
"There is room on my back,"
the great turtle said.

"But there must be earth
where she can stand," said the duck
and so he dove beneath the waters,
but he could not reach the bottom.

"I shall bring up earth,"
the loon then said and he dove too,
but could not reach the bottom.

"I shall try," said the beaver
and he too dove but
could not reach the bottom.

Finally the muskrat tried.
He dove as deeply as he could,
swimming until his lungs almost burst.
With one paw he touched the bottom,
and came up with a tiny speck
of earth clutched in his paw.

"Place the earth on my back,"
the great turtle said,
and as they spread
the tiny speck of earth it grew
larger and larger and larger
until it became the whole world.

Then two swans flew up
and between their wings
they caught the woman
who fell from the sky.
They brought her gently
down to the earth
where she dropped her handful
of seeds from the Sky-World.

Then it was that the first plants grew
and life on this new earth began.

Source: As told by Joseph Bruchac. *Iroquois Stories: Heroes and Heroines, Monsters, and Magic*. Trumansburg, New York: The Crossing Press, 1985.

Analyzing the Reading

1. What color were the roots of the beautiful tree in Sky-World?

2. What animal was able to dive deep enough to reach a tiny speck of earth?

3. **Critical Thinking** What are two words you can think of to describe the animals' behavior toward the woman falling from the sky?



Chapter 1 Resources

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OUR SOCIAL WORLD



Vocabulary Activity 1

Directions: True or False Write *true* or *false* on the line before each definition. If the statement is false, write the word that matches the definition in the blank at the end of the statement.

custom
urbanization
ethnic group

limited government
globalization
cultural diffusion

culture
rights
refugees

interdependence
absolute monarchy
unlimited government

CHAPTER 1

- _____ 1. An **ethnic group** is a group of people who have a common origin, and share a language and a history. _____
- _____ 2. A practice handed down from the past is called a **custom**. _____
- _____ 3. In an **unlimited government** laws set limits on how much power government officials have so that they cannot take advantage of the people. _____
- _____ 4. In an **absolute monarchy** kings or queens have unlimited power. _____
- _____ 5. The development of world culture and interdependent economy is called **urbanization**. _____
- _____ 6. In a **limited government** the power belongs to the ruler or rulers and no laws exist to limit what the ruler can or cannot do. _____
- _____ 7. **Rights** are benefits and protections guaranteed to you by law. _____
- _____ 8. **Cultural diffusion** is how a culture spreads its knowledge and skills from one area to another. _____
- _____ 9. **Globalization** is the movement of people from villages and farms to cities. _____
- _____ 10. People who are forced to leave their homeland because of wars or unjust governments are **refugees**. _____
- _____ 11. **Interdependence** is when countries depend on one another for goods, raw materials to make goods, and markets in which to sell goods. _____
- _____ 12. **Culture** is the way of life of people who share similar beliefs and customs. _____

Cooperative Learning Activity 1

Welcome to the World

Background

In Chapter 1, you learn about how people and society interact in our increasingly “shrinking” world. Learning about human characteristics will help you understand where people live, how they live and change, how their environment influences them, and how different groups compare to one another. Comparing histories, governments, politics, economies, and cultures makes it easier to see the interrelationships between societies.

Group Directions

1. Imagine that local government has asked your group to create a booklet to tell people in other geographic areas about your community.
2. Use Chapter 1 and library resources or the Internet to gather as much information as possible about your local area.
3. Include photos and drawings that illustrate the human systems of your community.
4. Use the following geographic divisions to help you organize your information:

Institutional Characteristics	Cultural Characteristics
Government	How many people?
Employment	Why they chose your community
Education	Where do they live?
Industry/Business	Ethnic groups
Social/Civic groups	Religions
	Languages
	Original inhabitants
	Celebrations/Holidays

OUR SOCIAL WORLD**Cooperative Learning Activity 1 (continued)****Organizing the Group**

- 1. Group Work/Decision Making** Decide what information each team member will look for. Use the information listed in the box to help you divide the work. If you have a special interest in one area, ask for that assignment.
- 2. Individual Work** Group members will begin to look for information on their topic about the community. Illustrate your report with drawings, photographs, and/or graphics printed from Web pages.
- 3. Group Sharing** When group members finish their individual reports and illustrations, share them with your group. Together, decide if more information will make the reports better. If needed, make additions and corrections.
- 4. Additional Group Work** As a team, design and create a cover for all the members' reports. Be creative. What images on the cover would make people want to visit your community? Organize all the reports. Bind them together to create the team booklet.

Group Process Questions

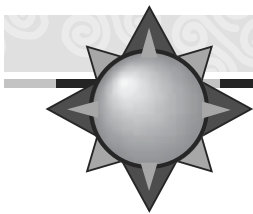
- What is the most important thing you learned about your community from this activity?
- What characteristics do you think make your community special?
- What part of your research was most difficult? Why?
- How did working with other people help you?
- What kinds of additions and corrections did your group make to the reports before organizing your booklet?

Quick Check

1. Was the goal of the assignment clear? If not, what parts of the assignment confused you?

2. Did you have problems working well together? If so, how did you solve them?

3. Were you satisfied with your work on this project? Why or why not?



Chapter Map Activity 1

Teaching Strategy

Culture is the way of life of a group of people who share similar beliefs and customs. The culture of a people includes their government, their arts, their religion, and the ways they make a living. Culture is also influenced by population density—the average number of people living in a square mile/kilometer. The culture of sparsely populated, rural areas can be quite different from the culture of large, urban settings.



World Culture Regions Map

Place Location Activity

Reproduce the world culture regions map for each student. Ask students to:

- Label the seven continents and indicate their boundaries as needed: Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- Draw and label the following lines of latitude: Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.
- Shade the world culture regions and create a map key to indicate the meaning of the shading. Use the following culture regions: North America and Middle America; South America; Europe; Russia and the Eurasian Republics; North Africa and Southwest Asia; Africa South of the Sahara; Asia; and Australia, Oceania, and Antarctica.

Discussing the Map

1. What is the purpose of the world culture map? (*It helps us identify the various cultural regions of the world and identifies the continents on which each region lies.*)
2. Which cultural regions lie on more than one continent? (*North and Middle America, Russia [Europe and Asia], North Africa and Southwest Asia, and Australia, Oceania, and Antarctica [Australia and Antarctica]*)
3. Which continents have only one culture region? (*South America, Europe, Australia, and Antarctica*)
4. Which culture region appears to have the most countries that lie in the region? (*Africa South of the Sahara*)
5. Which cultural region shares a border with three other regions? (*Russia and the Eurasian Republics share a border with Europe; North Africa and Southwest Asia; and Asia.*)



World Population Map

Place Location Activity

Reproduce the world population map for each student. Ask students to:

- Label the continents and indicate boundaries as needed. (*See the list of continents for the world culture map.*)
- Label each of the following countries: China, India, United States, Indonesia, Brazil, Pakistan, and Russia.
- Use the population growth chart on page 36 to write the population of each country labeled. Remind students that the numbers shown on the chart are in millions of people.

Discussing the Map

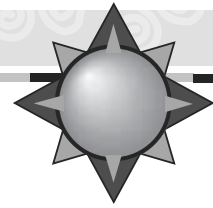
1. What can we learn from a population map? (*The map can tell us how many people live in a country or on a continent.*)
2. Which countries have more than a billion people? (*China and India*)
3. Which countries have about half the population of the United States? (*Russia and Pakistan*)
4. Of the two countries listed with the same population, which country has the smaller land area? (*Pakistan*)
5. Based on the information you have labeled on the map, which continent appears to have the most people? (*Asia*)

APPLYING GEOGRAPHY SKILLS

Determining Hemispheres

You may use the following activity as a cooperative learning activity or extra credit project.

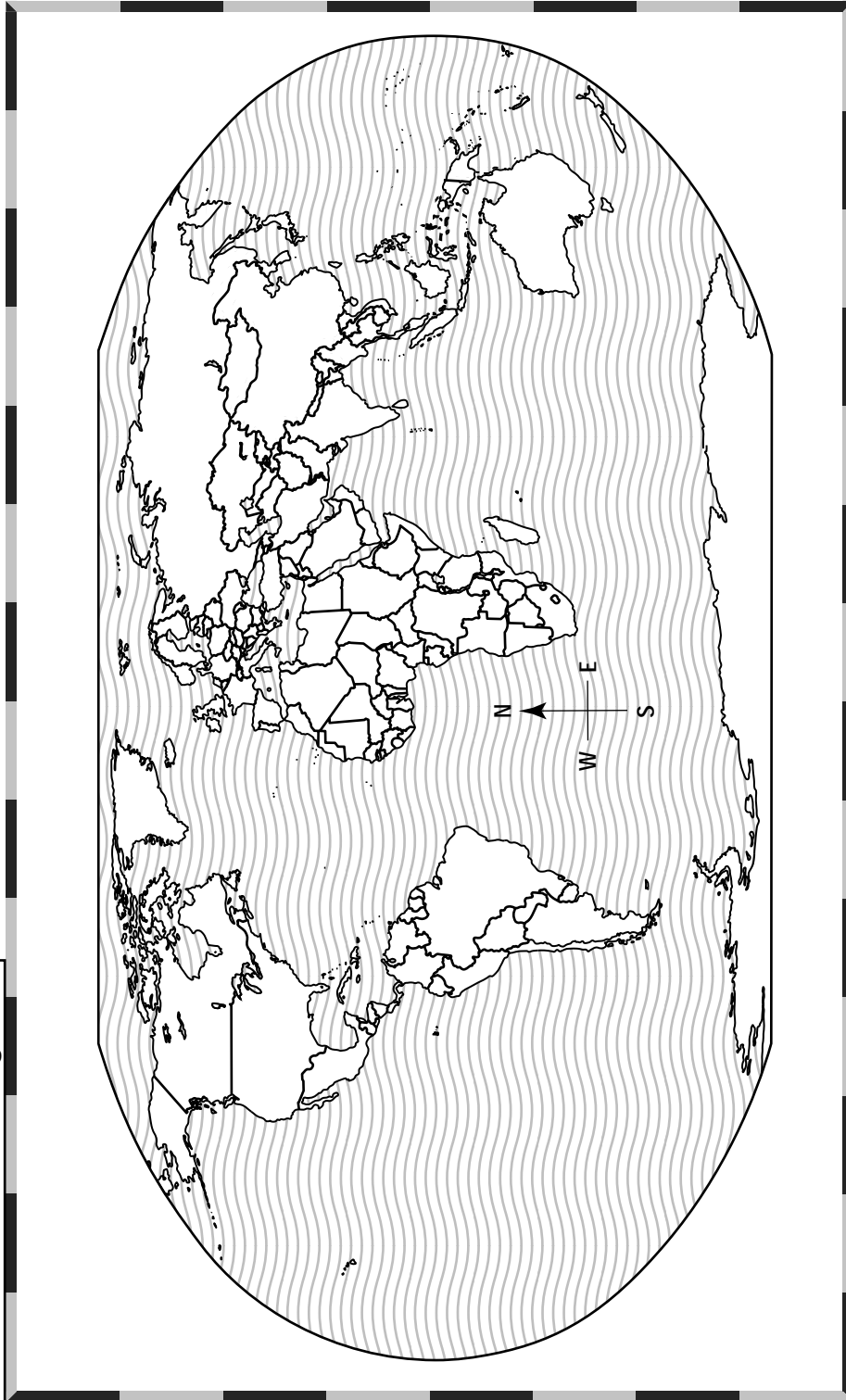
Place the information from the world population map on a large world map. Tell students that nearly half of the world's population lives in the seven countries they have labeled on the map. Place the names of other countries in the world on separate slips of paper. Have each pair or group draw ten slips of paper. Tell students that they will work together to identify the location and population of the ten countries they have chosen. Provide reference material in the classroom for students to research the location and population of their assigned countries.

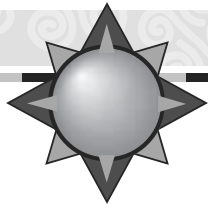


Chapter Map Activity 1

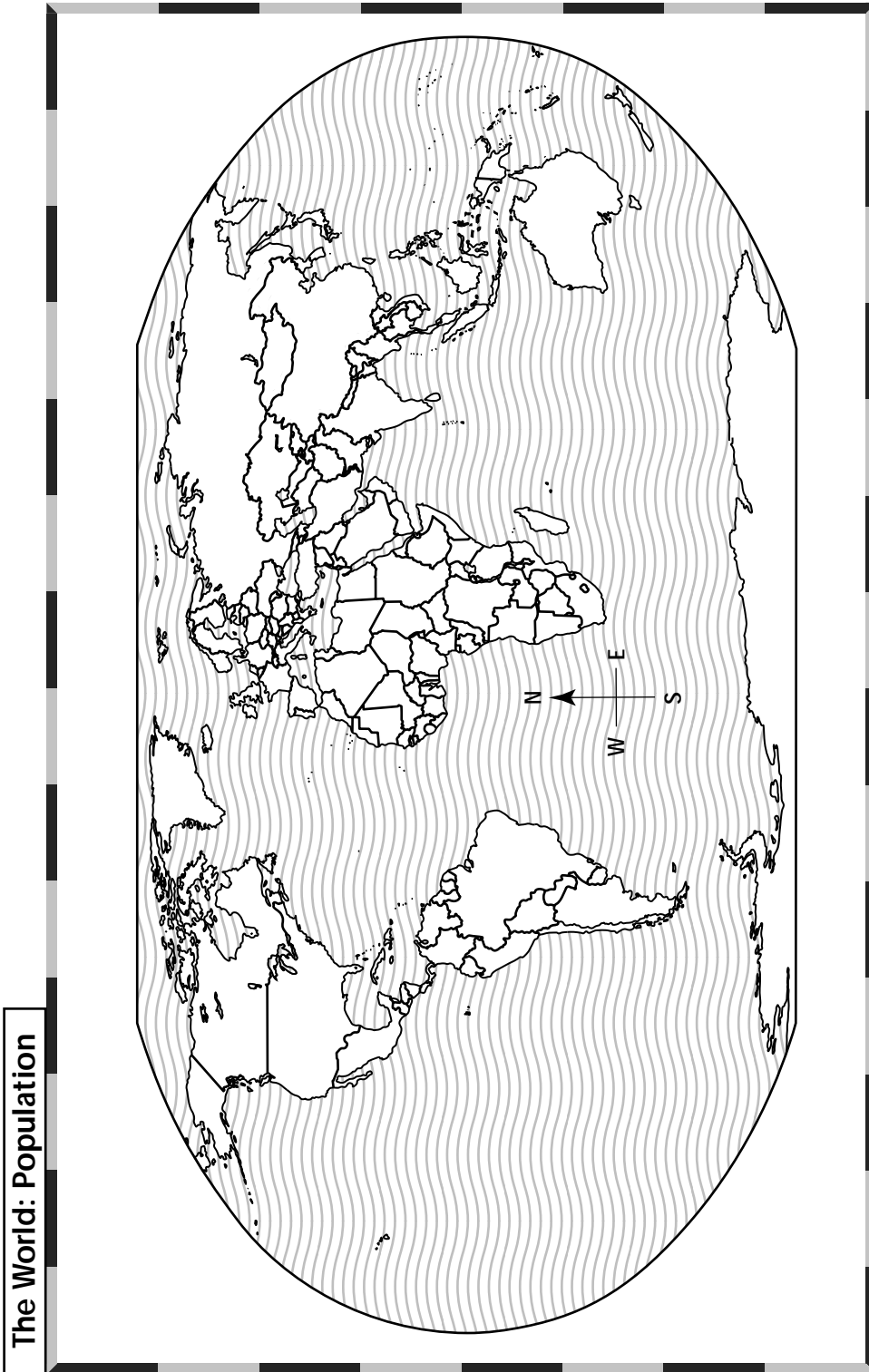
CHAPTER 1

The World: Culture Regions





Chapter Map Activity 1





Chapter Skills Activity 1

Reading a Thematic Map



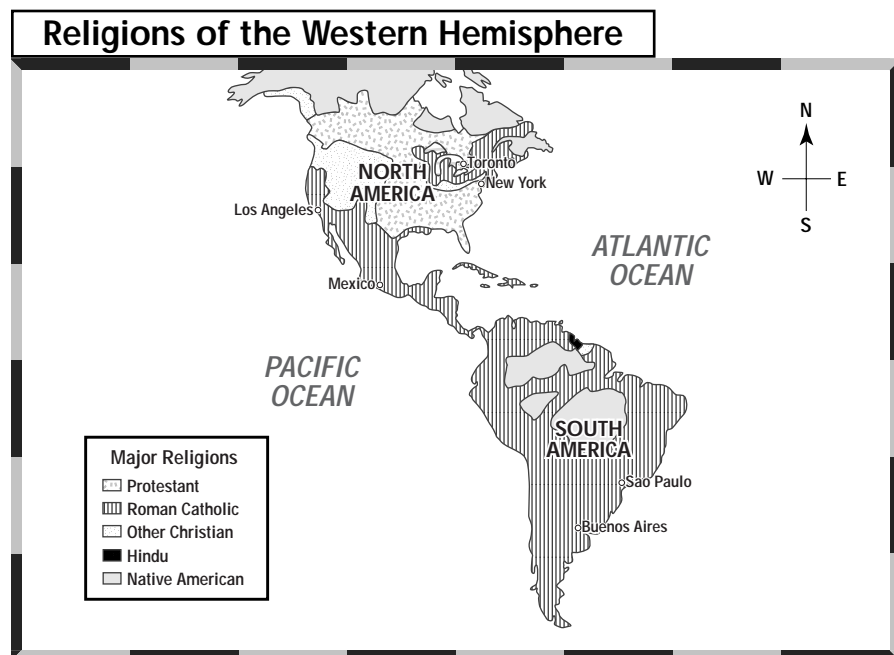
Learning the Skill

Special purpose maps focus on a specific subject or theme. To read a special purpose map, (1) read the title of the map; (2) find the map's scale to determine the general size of the area at which you are looking; (3) read the compass rose to determine north, south, east, and west; (4) read the map key; and (5) analyze the areas on the map that are highlighted in the key. Look for patterns.

Practicing the Skill

Directions: Use the map below to answer the questions on a separate sheet of paper.

1. New York City is located in an area that practices what main religion?
2. What religion is widely spread throughout Mexico?
3. Where is a concentrated area of people practicing Hindu?
4. What religion(s) other than Roman Catholic does a large population of South America follow?



Applying the Skill

Directions: On another sheet of paper draw a special purpose map of your local area similar to the one above. Before you begin to draw, select a focus for your map, such as physical, economic, climatic, historic, or cultural information about your area. Don't forget to include a compass rose and a map key.



Reteaching Activity 1

Today the world seems to be getting smaller and smaller. With modern technology, the chance that people from different cultures will meet has

greatly increased. Throughout the world, people migrate in great numbers, but most prefer to live by people who share similar beliefs and customs.

DIRECTIONS: Making a Chart There are four general types of economic systems that determine how people and nations meet their daily needs. Complete the chart below by writing the letter of each description in the appropriate box.

Traditional Economies

--

Command Economies

--

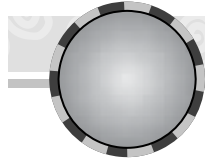
Market Economies

--

Mixed Economies

--

- A. North Korea uses this system.
- B. No country has a pure economic system of this type.
- C. Parts of Africa and South America use this system.
- D. Most countries have this type of economy.
- E. Government makes all decisions, individuals have little or no say.
- F. In this economy, people meet their needs based on customs.
- G. This system is similar to a free enterprise system.
- H. China and the United States use this system.
- I. The same family does the same work generation after generation.
- J. Supply and demand determines an individual's product and price.
- K. Communism is an example of this system.



Critical Thinking Skills Activity 1

Drawing Inferences and Conclusions

SOCIAL STUDIES OBJECTIVE: Analyze statistics to interpret social studies information.



Learning the Skill

To **infer** means to evaluate information and arrive at a conclusion. When you make inferences, you “read between the lines,” or **draw conclusions** that are not stated directly in the text. Drawing conclusions means using facts together with your own knowledge, experience, and insight to make a judgment about the information. For example, when you are evaluating statistics, you need to ask what the numbers imply, or suggest, about the subject. Then you must draw conclusions about the information. To make

inferences and draw conclusions, follow these steps:

- Read the information carefully for stated facts and ideas.
- Summarize the information and list the most important facts.
- Apply related information that you may already know to make inferences.
- Add your knowledge and insight to develop a conclusion.
- Look for information to check the accuracy of your conclusion.

Applying the Skill

Directions: Read the information about world population below. Then answer the questions on the next page.

The world's population exceeded 6 billion in October 1999. In that year, the earth's population grew by nearly 80 million. Ninety-seven percent of this growth happened in the poorest parts of the world. In the next generation, there will be 3 billion young people. This is equal to the whole population of the world as short a time ago as 1960. This generation will then begin to have children of their own. If things don't change, by no later than the year 2025, the combined population of Asia and Africa will be 6.5 billion. That is more people than live on the entire earth right now.

OUR SOCIAL WORLD

Critical Thinking Skills Activity 1 (continued)

1. What is the approximate current population of the earth?

2. Where was the greatest population growth in 1999?

3. What percentage of the world's population will be young people?

4. How will a large percentage of young people affect the growth of the world's population?

5. What is predicted for Asia and Africa by the year 2025? Why is this alarming?

6. Imagine your own home has a population problem. The number of people living there suddenly multiplies by 10, yet your resources, budget, and available room does not change. What are some of the possible solutions to this situation?

Practicing the Skill

Directions: Use the information in the paragraph about world population to answer the following questions by circling the letter of the correct answer.

1. In October 1999, the world's population

- A. was less than 6 billion.
- B. was more than 6 billion.
- C. grew by 100 million.
- D. grew by 97 percent.

2. In 1999, 97 percent of the world's population growth occurred in

- A. the United States.
- B. Europe.
- C. the poorest countries.
- D. Antarctica.

3. The world's population in 1960 was approximately equal to

- A. one-fourth the population in 1999.
- B. one-half the population in 1999.
- C. double the population in 1999.
- D. four times the population in 1999.

4. If the rate of growth in population does not change,

- A. Asia and Africa will have a combined population of 6.5 billion by no later than 2025.
- B. the October 1999 population will more than double by 2025.
- C. the population of Asia and Africa will be greater than the world's population right now.
- D. all of the above.



Map and Graph Skills Activity 1

Using Latitude and Longitude

NATIONAL GEOGRAPHY STANDARD 1: The geographically informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.



Learning the Skill

To find exact locations on a map, you can use the imaginary lines of latitude and longitude. Latitude lines circle the earth east to west. Longitude lines run vertically from the North Pole to the South Pole. The point at which the lines of latitude and longitude cross are the coordinates of an exact location. To find latitude and longitude, follow these steps:

- Choose a location on the map or globe.
- Identify the nearest line of latitude.
- Read the number of latitude as number of degrees north or south of the Equator. Therefore 10°N is 10 degrees north of the Equator.
- Identify the nearest line of longitude that crosses the chosen location.
- Read the lines of longitude as the number of degrees east or west of the Prime Meridian.



OUR SOCIAL WORLD

Map and Graph Skills Activity 1 (continued)

Applying the Skill

Directions: Study the political map of South America. Use the lines of latitude and longitude to answer the questions on the lines below.

1. Which South American countries shown on the map lie entirely to the east of the 60°W longitude line?

2. Through which South American countries does the Equator run?

3. Which South American countries shown on the map are entirely north of the Equator?

4. What is the closest line of latitude to Santiago? To Georgetown?

5. **Critical Thinking** Write the names of the countries located at the following degrees of latitude and longitude.

	Country
A. $9^{\circ}\text{S}, 53^{\circ}\text{W}$	_____
B. $8^{\circ}\text{N}, 65^{\circ}\text{W}$	_____
C. $24^{\circ}\text{S}, 57^{\circ}\text{W}$	_____
D. $36^{\circ}\text{S}, 67^{\circ}\text{W}$	_____

E. $35^{\circ}\text{S}, 72^{\circ}\text{W}$ _____

F. $9^{\circ}\text{S}, 53^{\circ}\text{W}$ _____

6. **Activity** Turn to the Reference Atlas map of the United States in your textbook. Find your city or the city closest to it. What are its coordinates?

Practicing the Skill

Directions: Answer the following questions based on the map by circling the letter of the correct answer.

1. Which city shown on the map is closest to the Equator?

A. Bogotá, Colombia
 B. Quito, Ecuador
 C. Caracas, Venezuela
 D. Rio de Janeiro, Brazil

2. Which city shown on the map is closest to $20^{\circ}\text{S}, 40^{\circ}\text{W}$?

A. Caracas, Venezuela
 B. Buenos Aires, Argentina
 C. Rio de Janeiro, Brazil
 D. Quito, Ecuador

3. Which of the following are the correct coordinates of Montevideo, Uruguay?

A. $35^{\circ}\text{S}, 56^{\circ}\text{W}$
 B. $25^{\circ}\text{S}, 58^{\circ}\text{W}$
 C. $33^{\circ}\text{S}, 71^{\circ}\text{W}$
 D. $19^{\circ}\text{S}, 65^{\circ}\text{W}$

4. Which of the following are the correct coordinates of Santiago, Chile?

A. $35^{\circ}\text{S}, 56^{\circ}\text{W}$
 B. $25^{\circ}\text{S}, 58^{\circ}\text{W}$
 C. $33^{\circ}\text{S}, 71^{\circ}\text{W}$
 D. $19^{\circ}\text{S}, 65^{\circ}\text{W}$



Reading and Writing Skills Activity 1

Preparing an Outline

SOCIAL STUDIES OBJECTIVE: Prepare an outline for writing a report.



Learning the Skill

An outline contains information that is organized to help you see main ideas and related facts and supporting details at a glance. Outlining helps you place information in logical order. Just as you use an outline to gather and organize information, you can create an outline to help you organize your ideas and research before writing. Below are guidelines for preparing an outline:

1. Select the subject and title for your report. Then rewrite the title of your report as a question.
2. Write the main ideas that answer the question and label them with Roman numerals.
3. Write subtopics under each main idea. Label these with capital letters.
4. Write supporting details for each subtopic. Label these with Arabic numerals.
5. Add facts for the supporting details. Label these with lowercase letters.

III. Market economy

- A. Role of the individual
- B. Role of the market
- C. Role of the government

1. What are the three main ideas of the outline?

2. If you wanted to add supporting details about the role of the market, where would you put these in the outline? How would you label these facts?

3. If you wanted to add facts to the supporting details for the role of the market, where would you put them and how would you label them?

Applying the Skill

Directions: Read the following outline. Answer the questions in the space provided.

What economic systems fulfill human needs and wants?

- I. Traditional economy
 - A. Trade customs
 - B. Skills pass from generation to generation
- II. Command economy
 - A. Role of government
 - B. Role of individuals



GeoLab Activity 1

Products of the World

From the classroom of Ed Smith, Fairmont Jr. High, Boise, Idaho

Learn how different countries of the world rely on one another's manufactured products by researching and mapping international products.

Background

Improved electronic communication and faster transportation methods have helped countries to better use and appreciate products that were originally made in another part of the world. The shoes you put on your feet this morning may have been manufactured in the United States. The company headquarters, however, may actually be in another country. This could also be true of the toaster that toasted your waffle or the family car that brought you to school. Many international companies export their products to the United States or have factories here that manufacture their products. Find out about some of these companies by researching in the library or on the Internet.

Materials

- reference books on world businesses such as *Directory of Foreign Firms Operating in the United States*, business magazines, or information found on the Internet
- paper, pencils
- large map of the world for each group (you may draw a world map if you do not have one)
- large foam board on which to mount the map
- mounting tape or glue
- colored card stock
- ruler
- scissors
- straight pins or push pins

What to Do

1. Organize into groups of three or four.
2. Review the suggested reference materials. Each student should then choose 10 to 15 different companies that you determine are foreign companies doing business in the United States. Research those companies to determine what products they actually export to or manufacture in the United States. Choose companies with which you are familiar and whose products you may use as well as some with which you are unfamiliar. Choose a variety of products and industries.
3. For each company, identify the location of its headquarters and the main product that it exports to or manufactures in the United States.
4. Cut the colored card stock into small rectangles. Record the individual company, country, and its main product export on that rectangle. You might also include the company logo, if there is one, or a picture representing the product. (You will be mounting these papers to your map so you will want the size to be small enough to fit on the map but large enough to read.)
5. Mount a large world map to the foam board.

OUR SOCIAL WORLD**GeoLab Activity 1** (continued)

6. Using push pins or straight pins, mount the pieces of card stock to your map at the appropriate country location.
7. Display the map in your classroom.

Lab Activity Report

1. Do you or your family members use any international products on a daily basis? Explain.

2. Did you notice any kinds of industries concentrated in any particular region of the world? Describe your findings.

3. What parts of the world are not represented on your completed map? Why do you think this is so?

4. **Drawing Conclusions** In what ways would your life be different without the products that come from other countries? Do you think people around the world are better off or worse off because goods are bought and sold around the world? Explain your answer.



Although the hula hoop is an American invention, the original idea actually came from Australia. Physical education students there exercised with hoops made from bamboo. The inventors used that idea and made the hula hoop into a popular product at one time and one of the biggest fads in history.

Go A Step Further

Add creative touches to your group's map. Include a title or decorate the borders with pictures. You might use a particular color to represent a particular region of the world or a particular product. For example, display countries in Europe in red or all car companies in yellow. Use your imagination to make your map as attractive as possible.



Enrichment Activity 1

How the World's People Live

Directions: Read the following article about the differences between industrialized and developing countries. Then answer the questions that follow on a separate sheet of paper.

Geographers use various ways to describe and classify the world in which we live. They categorize the world by climate zones, by continent, and by hemisphere. Geographers also describe the world's people by classifying them by such things as languages spoken, government sys-

tems, religious heritage, manner of dress, and economic systems. Some geographers divide the world into industrialized countries and developing countries. Study the chart below to learn the characteristics of the two types of countries.

Characteristics of:	
Industrialized Countries (such as Australia, Canada, and Japan)	Developing Countries (such as Indonesia, Mexico, Pakistan, and Tanzania)
1. Countries have a great deal of manufacturing.	1. Countries have limited manufacturing capabilities.
2. Farmland is highly productive and few people work in agriculture.	2. Many people work as subsistence farmers, growing only the food they need for their own families.
3. Most people who work have skilled jobs that require education and training.	3. Most people who work have unskilled or low-skill jobs. Few people are trained for skilled jobs.
4. Countries have found productive ways to use their natural resources. The entire population benefits from their use.	4. Countries lack good natural resources or make poor use of them. Others use their resources to benefit only a few people.
5. Countries have good transportation and communication systems.	5. Countries lack good transportation and communication systems.

Taking Another Look

1. Would you classify the United States as an industrialized or a developing country? Explain your answer.
2. Which of the factors in the chart do you think need to change for a developing country to become an industrialized country?
3. Imagine that you travel to a developing country. Make a list of questions that you would ask of a person your age about what life is like in his or her country.



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OUR SOCIAL WORLD



Guided Reading Activity 1-1

People Far and Near

DIRECTIONS: Filling in the Blanks Reading the section and completing the sentences below will help you learn more about how the world's people are being brought closer together. Refer to your textbook to fill in the blanks.

The world's people have been brought closer together with

(1) _____ . (2) _____ are changing the world. People can move from one continent to another in just a few hours by using (3) _____. News can be broadcast live to the entire world through the use of (4) _____. Millions of people today use the (5) _____ to exchange mail, shop, do research, exchange photographs, and more.

American communities include various (6) _____, which are groups of people who have a common origin. The people in the group generally follow the same (7) _____. A (8) _____ is a group of people whose culture, race, sex, or ethnic origin is different from most of the people in the region. Sometimes this group is treated differently from the (9) _____, which is the group in society that controls most of the wealth and power. The largest ethnic minority populations in the United States are (10) _____, _____, and _____.

Most young people first meet people from other ethnic groups in (11) _____. The scientists who study organized groups of people are called (12) _____. They have found that student friendships start forming along (13) _____.



Guided Reading Activity 1-2

Understanding Culture

DIRECTIONS: Outlining Reading the section and completing the outline below will help you learn more about how to understand cultures. Refer to your textbook to fill in the blanks.

I. The Social Sciences

- A.** The role of _____ is to organize information to help people understand the world around them.
- B.** Three types of social scientists deal directly with _____. They include
1. _____,
 2. _____, and
 3. _____.

II. _____ is the way of life of people who share similar beliefs and customs.

- A.** When people judge people in terms of their own culture they are practicing _____.
- B.** _____ is when one group of people adopts another group's culture.
- C.** _____ is how a culture spreads its knowledge and skills from one area to another.

III. People need _____ in order to live together without conflict.

- A.** In countries, rules are created by _____.
- B.** In a _____ government, even the people who make the laws must obey them.
- C.** In an _____ government, no rules or laws exist to limit what the ruler can or cannot do.

IV. The different ways people and nations meet their daily needs are known as _____.

- A.** In a _____, people meet their needs based on customs.
- B.** Under a _____, government makes all the decisions.
- C.** In _____, individuals determine for themselves what to produce and how much to charge.
- D.** Most nations have a _____.

OUR SOCIAL WORLD

Guided Reading Activity 1-3

Patterns in Today's World



DIRECTIONS: Summarizing Reading the section and completing the summary paragraphs below will help you learn more about why people throughout the world move from one place to another. Refer to your textbook to fill in the blanks.

The movement of people from villages and farms to cities is called

(1) _____. The most common reason for people moving to cities is to

(2) _____. People who are forced to leave their homelands are known as (3) _____.

An increase in population often means that more (4) _____ is needed. A population increase can also mean that (5) _____ are used more quickly.

A common cause of conflict between nations is disagreement over

(6) _____. The Israelis and the (7) _____ have been fighting over land for more than 50 years. When nations (8) _____, they work to find peaceful solutions to problems. The (9) _____

_____ is an agreement among Canada, the United States, and Mexico to improve trade relations among these countries.

Being concerned with the public affairs of a community is

(10) _____. Citizens in a democracy have

(11) _____, which are benefits and protections guaranteed by law.

They also have (12) _____, which are duties that they owe fellow citizens to make sure that the government continues.

(13) _____ is when countries depend on one another for goods, raw materials to make goods, and markets in which to sell goods. Many people are working to protect the cultures of certain people in the world. They believe that (14) _____, which is the development of a world culture and interdependent economy, might get rid of traditions and customs of certain groups of people.

A big issue in the world today is how (15) _____ can be shared.



Chapter 2 Resources

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EARTH PATTERNS

Vocabulary Activity 2



DIRECTIONS: Answering Questions Select a term to answer each question below. Write the term in the blank.

CHAPTER 2

deforestation plate tectonics geography conservation
 environment pesticide climate greenhouse effect
 crop rotation plain tropics
 Global Positioning System (GPS) geographic information systems (GIS)

1. What is the study of the earth's land, water, plants, and animals? _____
2. What word describes natural surroundings? _____
3. What system is made up of satellites traveling around the earth that tell the exact location of a place? _____
4. What system uses computers to collect many different kinds of data about the same place? _____
5. What term is used to describe the earth's structure? _____
6. What is the term for the usual, predictable pattern of weather in an area over a long period of time? _____
7. What landform is low-lying stretches of flat or gently rolling land? _____
8. What term is used for the areas near the Equator? _____
9. What term refers to the rise in the earth's temperature caused by the buildup of gases that prevent warm air from rising and escaping into the atmosphere? _____
10. What word describes the careful use of resources so they are not wasted? _____
11. What are powerful chemicals that kill crop-destroying insects? _____
12. What practice is used by farmers to avoid using up all the minerals in the soil by changing what they plant in a field? _____
13. What term describes cutting down forests? _____

Cooperative Learning Activity 2

Climate Extremes

Background

Climate is the usual pattern of weather in an area over a long period of time. To understand an area's climate, scientists study such things as the temperatures, precipitation, shape of the land, and the people there. Different places on Earth have different climates, creating a variety of environments. The continental United States has a temperate climate. In most places in the United States, people and many types of plants and animals can thrive in the moderate conditions. Can people live in extreme climates? How do plants, animals, and people live in places that are so hot, cold, wet, or high that simply surviving seems impossible? Your group will study one of these extreme climates and create a poster to depict it. As each group shares its findings, you will learn about some of the earth's harshest environments.

Group Directions

1. Imagine that you are scientists. You are looking for some of the most difficult climates on Earth in which to live. You want to find out what these extreme climates are like and how living things can survive in such conditions.
2. Use Chapter 2 and library resources or the Internet to learn about the earth's climate extremes.
3. Your group of scientists will select one of these extreme climates to research:

Extreme heat:	Death Valley, California
Extreme cold:	Antarctica
Extreme wet:	Mt. Waialeale, Kauai, Hawaii
Extreme dry:	Sahara
Extreme altitude:	Kilimanjaro

4. Make a poster with pictures and facts that characterize your location, its climate, its landforms, and its living things. Be prepared to present your findings to the other scientists in the class.

Organizing the Group

1. **Decision Making** Decide which climate extreme your group will research. As a group, decide what information each group member will gather for

EARTH PATTERNS**Cooperative Learning Activity 2 (continued)**

your location. Be sure to include facts about the climate, such as average rainfall and temperatures, types of landforms, and so on. Also, what plants, animals, and people live there? What are they like? How do they adapt to their extreme environment?

2. **Individual Work** Individuals will begin gathering their assigned information. Write notes on what you find. Gather pictures and drawings that illustrate your information.
3. **Group Work** Discuss with your group the information you found. Together, identify any additional information your group needs to complete your location's description. Then gather this information.
4. **Additional Group Work** Together, create a poster of your climate extreme. Include a map and mark the location. Organize your illustrations on the poster. Write a brief caption for each one.
5. **Group Sharing** Display your poster on the classroom wall. Each group will present its climate extreme to the class. Group members should present their part of the research. As a class, discuss the ways that climate affects the life-forms that survive and even thrive in such harsh environments.

Group Process Questions

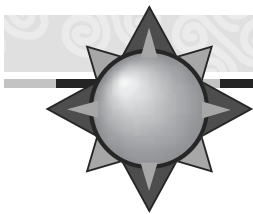
- What is the most important thing you learned about extreme climates?
- What was the hardest part of this assignment? Why?
- What problems did you have?
- How was it helpful to work with others?

Quick Check

1. Was the goal of the assignment clear at all times?

2. Did you have problems working well together? If so, how did you solve them?

3. Were you satisfied with your work on this project? Why or why not?



Chapter Map Activity 2

Teaching Strategy

The earth consists of seven continents, four major oceans, and almost 200 countries. More than two-thirds of the earth's surface is covered by water. The presence (or lack) of water is a major influence on a region's climate.



World Continents and Oceans

Place Location Activity

Reproduce the world continents and oceans map for each student. Ask students to:

- Label the seven continents and indicate their boundaries as needed: Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- Label the following oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, and Pacific Ocean.
- Draw and label the following lines of latitude: Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.

Discussing the Map

1. Which continents border the Pacific Ocean? (*North America, South America, Asia, Australia, and Antarctica*)
2. Which continents border the Atlantic Ocean? (*North America, South America, Europe, Africa, and Antarctica*)
3. Which world ocean is the largest? (*the Pacific Ocean*)
4. Which ocean lies entirely north of the equator? (*the Arctic Ocean*)
5. Which continents border three oceans? (*North America, Asia, and Antarctica*)

APPLYING GEOGRAPHY SKILLS

Creating Bar Charts

You may use the following activity as a portfolio or extra credit project.

Have students research the area in square miles and square kilometers for each of the world's four oceans and for each of the world's seven continents. Based on the information they locate, have them create two bar charts: one showing the area of each of the oceans and the other showing the land area of each of the seven continents. Tell students that they may choose to use square miles or square kilometers for the Y-axis of their charts. Tell students that they should arrange the bars in order by size from largest to smallest. Remind students to include map titles and descriptive titles for the X- and Y-axes. (Note: Since the areas are so large, you may need to review with students how to show the Y-axis scale in millions.)



Tectonic Plate Boundaries Map

Place Location Activity

Reproduce the tectonic plate boundaries map for each student. Ask students to:

- Label the six populated continents and indicate their boundaries. (*See the list of continents for the world continents and oceans map.*)
- Label the four oceans.

Discussing the Map

1. Where do the majority of the volcanoes and earthquakes occur? (*Most occur near a plate boundary.*)
2. True or false: Earthquakes most often occur near plate boundaries. (*True, although students should note the earthquake activity in Australia and the eastern part of North America indicating that not all earthquake activity occurs near plate boundaries.*)
3. True or false: Most volcanic and earthquake activity in North and South America occurs on the continent's west coasts. (*true*)
4. Where do most of Africa's earthquakes occur? (*Most occur on the continent's east coast.*)
5. Which activity—earthquake or volcanic eruption—is more common? (*There are many more earthquakes yearly than there are volcanic eruptions.*)

APPLYING GEOGRAPHY SKILLS

Building a Database

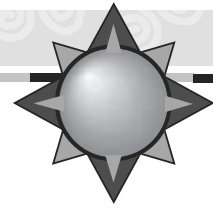
You may use the following activity as a cooperative learning or extra credit project.

Have students work in small groups to create a database of major worldwide earthquake activity within the past 12 months. Tell students that an earthquake's magnitude is measured on the Richter Scale and is reported as a number such as 5.5. Have the groups use an almanac or Internet sources to create a database with the following fields:

Date	Country	Continent	Magnitude
------	---------	-----------	-----------

If students are using an electronic database, have them sort and print the database by date of the earthquake from most recent to least recent. Then have them sort and print the database by magnitude from greatest to least.

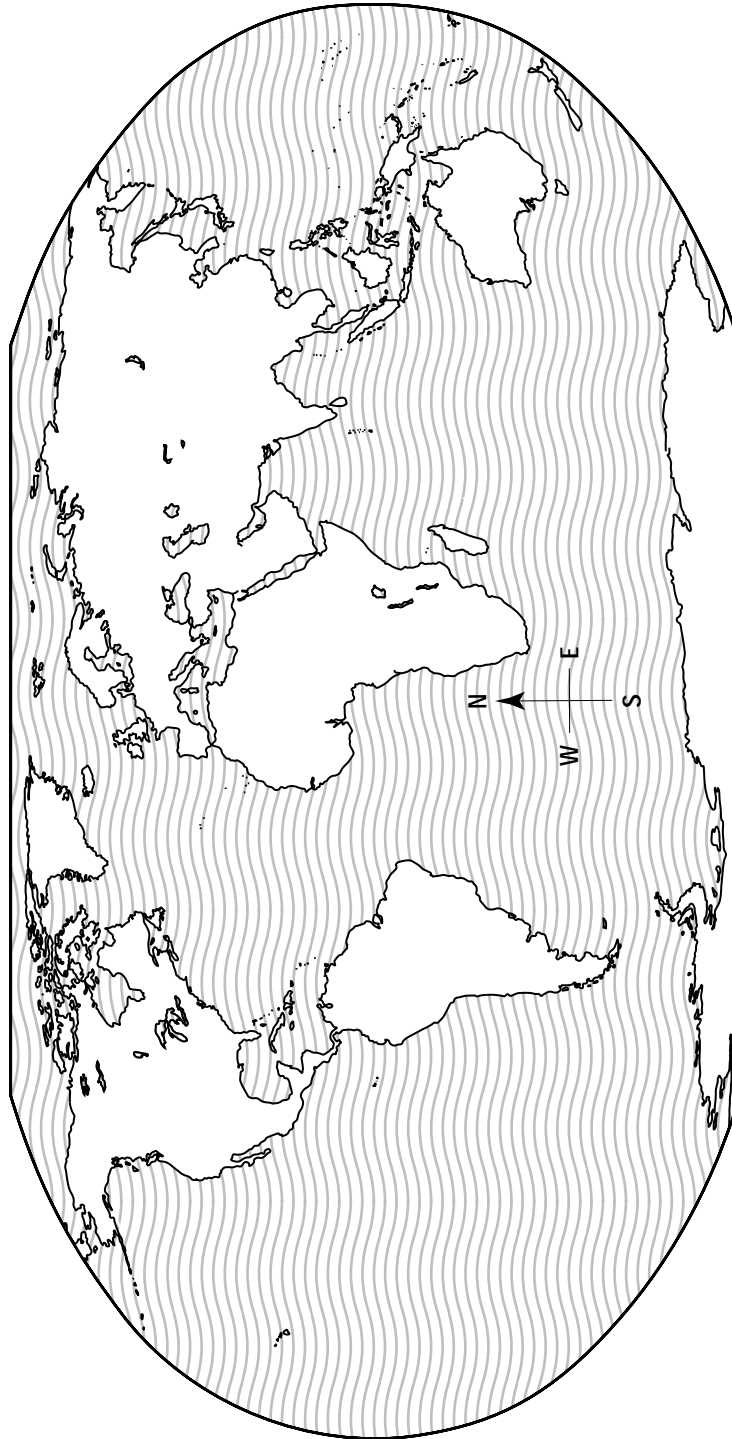
EARTH PATTERNS



Chapter Map Activity 2

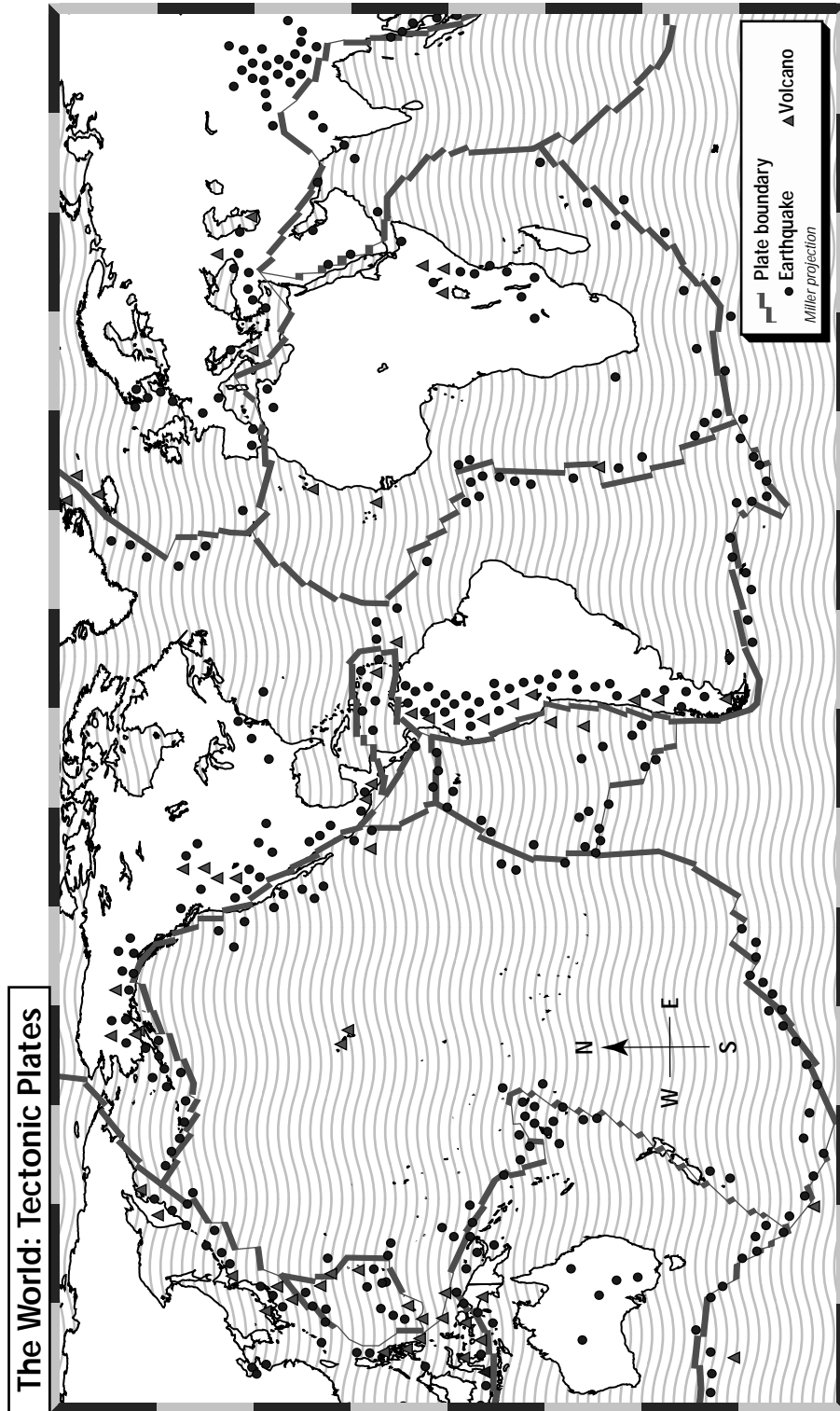
CHAPTER 2

The World: Continents and Oceans





Chapter Map Activity 2





Chapter Skills Activity 2

Using a Map Key

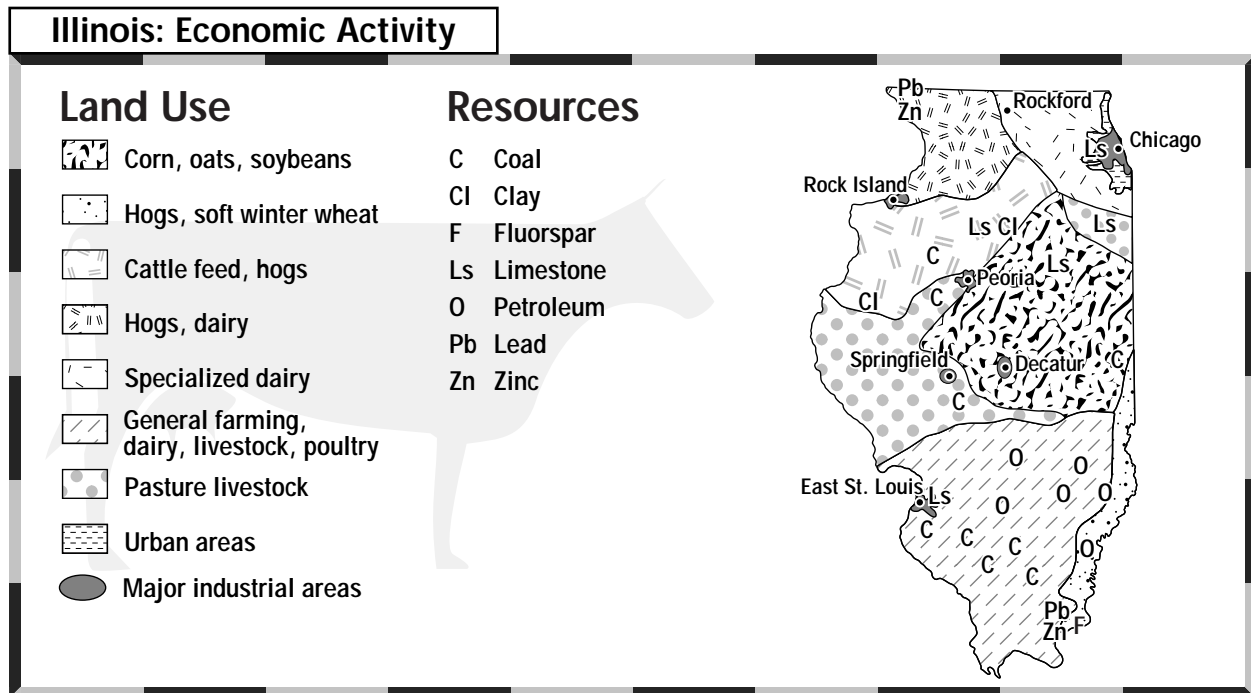


Learning the Skill

When reading a map, you can use the map key, or legend, so you can understand colors, lines, or symbols on a map. The compass rose will show the cardinal directions of north, south, east, and west on the map. To use the map key, read the map title, then read the map key to find out what special information it gives. Next, find examples of each map key, color, line, or symbol on the map, and use the compass rose to identify the four cardinal directions.

Practicing the Skill

Directions: Read the following map and map key, and answer the questions on a separate sheet of paper.



1. What is the main land use for Chicago?
2. What is the main land use for the area outside of Decatur?
3. What major mineral resources are found in southern Illinois?

Applying the Skill

Directions: Draw a basic map on a separate sheet of paper of the area around your home. Don't forget to include a compass rose and a map key.



Reteaching Activity 2

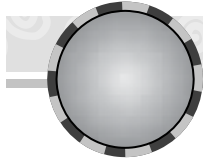
When geographers study the world, they use various tools. They study both the physical and human characteristics of a place. These charac-

teristics, along with how people interact with their environment, all help determine where and how people live.

DIRECTIONS: Filling in the Blanks On the line before each statement, write the name of the term the statement best describes.

- | | | |
|--|-------------------|-------------|
| • geographic information systems (GIS) | • human geography | • landform |
| • Global Positioning System (GPS) | • water | • faults |
| • physical geography | • region | • mountains |
| • greenhouse effect | | |

- | | |
|-----------|--|
| 1. _____ | This type of study includes people, their environment, and how different groups compare to one another. |
| 2. _____ | areas that share common characteristics |
| 3. _____ | special computer software that helps geographers gather different information about the same place |
| 4. _____ | Burning of fuels has caused a buildup of gases, which prevent warm air from rising and escaping into the atmosphere. |
| 5. _____ | cracks in the earth's crust due to two plates moving alongside each other |
| 6. _____ | About 70 percent of the earth's surface is this substance. |
| 7. _____ | This type of study includes Earth's land, water, plants, and animals. |
| 8. _____ | Mountains, plains, plateaus, and valleys are all examples of this. |
| 9. _____ | huge towers of rock formed by the collision of the earth's tectonic plates or by volcanoes |
| 10. _____ | Satellites traveling around the earth make up this system. |



Critical Thinking Skills Activity 2

Making Observations

SOCIAL STUDIES OBJECTIVE: Evaluate visual sources of information.



Learning the Skill

An **observation** is a piece of information you have noticed and recorded about a subject by looking at it or at a representation of it. A representation of a subject could be a map or a photograph. Observations form the basis for studying and understanding a subject and its characteristics. You can make observations about the physical features and location of a country by studying maps. To make observations by studying a map, follow these steps:

- Read the map title. This will indicate what the map shows.
- Read the map key. This tells you what the symbols on the map represent.
- Study the map itself.

Applying the Skill

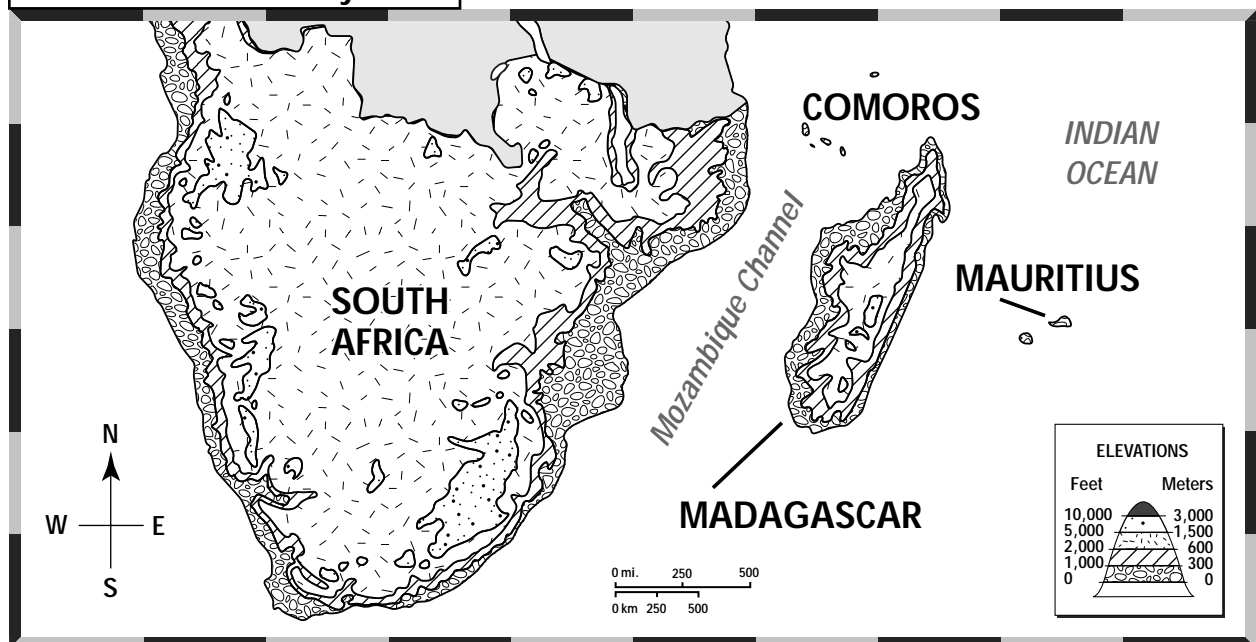
Directions: Study the map of Madagascar below. Based on the map, answer the following questions on the lines below.

1. Where is Madagascar located in relation to mainland Africa?

2. What type of landform is Madagascar?

3. What is the height in meters of the highest point on Madagascar?

MADAGASCAR: Physical



EARTH PATTERNS

Critical Thinking Skills Activity 2 (continued)

4. What body of water lies between Madagascar and mainland Africa?

5. What small island country lies to the east of Madagascar?

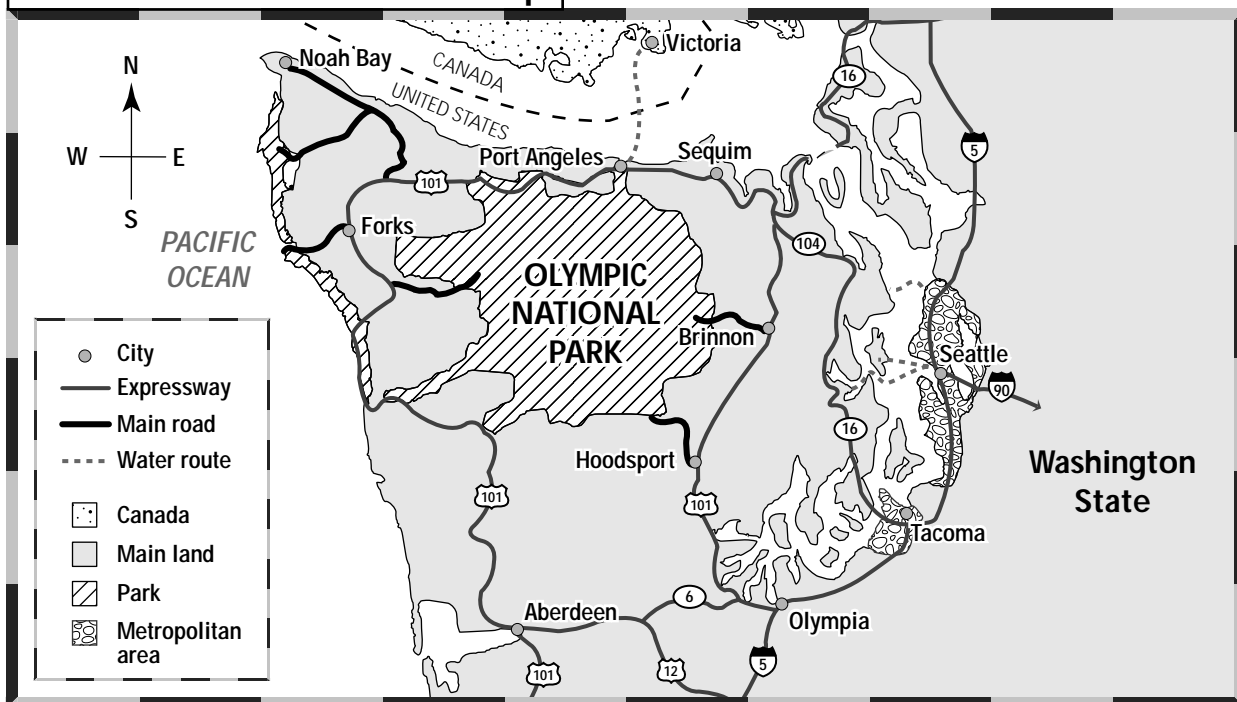
6. What general observation can you make about the elevation levels in Madagascar?

Practicing the Skill

Directions: The map below is a road map of the Olympic Peninsula, which is in the northwest portion of the state of Washington in the United States. Based on the map, answer the following questions by circling the letter of the correct answer.

1. In relation to the Olympic Peninsula, Canada is
 A. to the south. C. across the Pacific.
 B. to the east. D. to the north.
2. A Canadian city near the Olympic Peninsula is
 A. Tacoma. C. Victoria.
 B. Seattle. D. Ottawa.
3. The main highway you would travel on in the Olympic Peninsula is Highway
 A. 5. C. 90.
 B. 20. D. 101.
4. The Olympic Peninsula is bordered by the Pacific Ocean on the
 A. east. C. north.
 B. west. D. south.

OLYMPIC PENINSULA: Road Map



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Map and Graph Skills Activity 2

Using Directions

NATIONAL GEOGRAPHY STANDARD 3: The geographically informed person knows and understands how to analyze the spatial organization of people, places, and environments on Earth's surface.



Learning the Skill

A map has a symbol, called a compass rose, that shows you where the cardinal directions—north, south, east, and west—are positioned. Intermediate directions fall between the cardinal directions. For example, the direction southwest falls between south and west. To use directions on a map, follow these steps:

- Use the compass rose to identify the four cardinal directions.
- Choose two features on the map.
- Determine whether one feature is north, south, east, or west of the other feature.

Applying the Skill

Directions: The map shows political regions of the United Kingdom. Use the compass rose on this map to answer the following questions on the next page in the spaces provided.



EARTH PATTERNS

Map and Graph Skills Activity 2 (continued)

1. Is Birmingham north, east, south, or west of London?

2. In which direction would a person in London travel to reach Liverpool?

3. Which city on the map lies farthest west?

4. Identify the southernmost bodies of water on this map.

5. Which national capital on this map lies farthest north?

6. Identify all the cities on this map that lie east of Liverpool.

7. **Critical Thinking** Imagine that you are in Manchester. Describe the directions you would travel to complete the following trip: first to Liverpool, then to Glasgow, and back to Manchester.

8. **Activity** Obtain a map of your town or city from the local library. Locate the street where you live. Then identify the directions you would travel to reach your school or another place you frequently go.

Practicing the Skill

Directions: Answer the following questions based on the map by circling the letter of the correct answer.

1. Which direction would you travel if you went from Glasgow to Dublin?
 A. south
 B. west
 C. southwest
 D. southeast
2. Which of the following cities is farthest west?
 A. Glasgow
 B. Liverpool
 C. Manchester
 D. London
3. Which of the following statements about the map is true?
 A. The North Sea is north of the Atlantic Ocean.
 B. The North Sea is east of the Atlantic Ocean.
 C. Wales lies in the northern portion of the United Kingdom.
 D. Dublin lies farther east than Liverpool.



Reading and Writing Skills Activity 2

Taking Notes

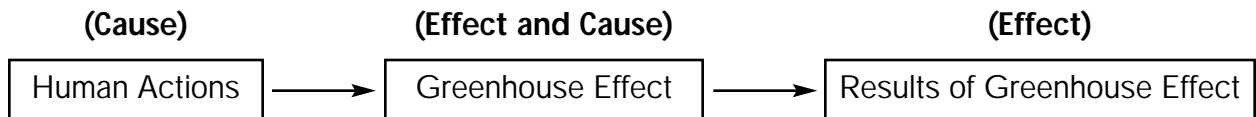
SOCIAL STUDIES OBJECTIVE: Identify main ideas and organize information into easily understood and remembered parts.



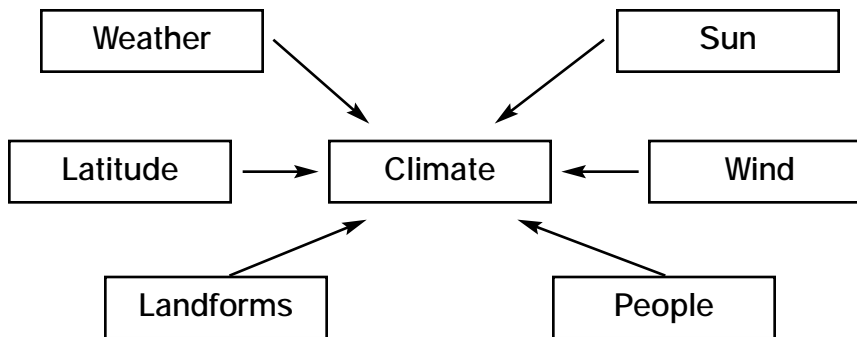
Learning the Skill

Effective note taking involves breaking up information into meaningful parts so that it can be understood and remembered. Notes can include key ideas, events, people, and the order in which events happen. Forms of note taking are:

1. **Cause-and-Effect Chart**—This chart identifies connections among events.



2. **Semantic Web**—This graphic organizer shows different aspects of a general topic or theme.



3. **Category Chart**—A category chart puts information into specific categories.

Freshwater Resources	Saltwater Resources
Glaciers	Pacific Ocean
Groundwater	Atlantic Ocean
Aquifers	Indian Ocean
Rivers and lakes	Arctic Ocean

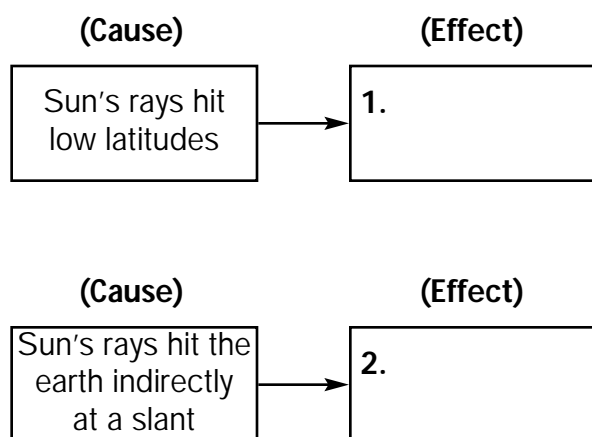
EARTH PATTERNS**Reading and Writing Skills Activity 2** (continued)

4. Outline—An outline organizes information into main ideas, subtopics, and supporting details. (See *Reading and Writing Skills Activity 1*.)

Applying the Skill

Directions: Read the following note-taking forms for Chapter 2 of your textbook. Fill in the missing information in the spaces provided.

CHAPTER 2



Types of Landforms	
Land	Water
mountain	ocean
plains	sea
3. _____	5. _____
4. _____	6. _____

Directions: On another sheet of paper create a semantic web of some of the information in Chapter 2, Section 3 of your textbook.

Practicing the Skill

Directions: Answer the following questions by circling the letter of the correct answer.

1. Which method would be best to take notes on connections among events?

A. semantic web B. cause-and-effect chart	C. category chart D. all of the above
--	--
2. What would be the best way to take notes to show categories of information?

A. category chart B. cause-and-effect chart	C. semantic web D. none of the above
--	---



GeoLab Activity 2

Satellites in the Sky

From the classroom of Rebecca A. Corley, Evans Junior High School, Lubbock, Texas

Read more about the high technology used to communicate and study the world today. Use what you have learned to make your own model satellite.

Background

People across the world communicate over long distances through television, radio, telephones, and the Internet. Satellites and computers make mass communication possible by allowing messages to bounce from one part of the world to another. Today, more than 100 communications satellites constantly orbit the earth. News stories and pictures of the world arrive to your home more quickly than ever before. The advanced technology of satellites has also allowed scientists to better understand weather patterns and storm paths; environmental conditions such as desertification and deforestation; and global positioning of people, places, and things. One satellite has even been tracking a herd of elephants in Malaysia. Satellites can see more specific details than the human eye. Your task is to design and build a model of a satellite.

Materials

- | | |
|--|-----------------------|
| ■ reference materials about space and astronomy, including library materials or the Internet | ■ craft sticks |
| ■ aluminum foil and/or aluminum pie plates | ■ polystyrene balls |
| ■ glue | ■ toothpicks |
| ■ scissors | ■ chenille wires |
| ■ poster board | ■ toy building pieces |
| | ■ paint |
| | ■ egg cartons |

What to Do

1. At the library or on the Internet, research the various kinds of satellites used today. Find information with good up-to-date illustrations of satellites. Read about their functions and purpose. Decide which type of satellite you would like to construct. (Designs of models are available on the World Wide Web and in books, but try to invent your own design based on the pictures you see.)
2. Design your model on paper. Determine the size of your model and draw it to scale. Decide what construction materials you will need.
3. Collect materials. Use your paper design to guide you as you construct your satellite model.
4. Write a brief explanation of the type of satellite you built. List some ways your satellite would be used. Display your model. If possible, include a picture of the real satellite on which your model was based.

EARTH PATTERNS

GeoLab Activity 2 (continued)

Lab Activity Report

1. Name four areas of science and communications that benefit from an orbiting satellite.

2. What features of real satellites did you include in your design?

3. What are some of the positives of “instant” information? What are some of the negatives?

4. **Drawing Conclusions** What do you think might replace satellites to improve information gathering such as communications or weather forecasting in the future?



Satellites roam the skies to show us pictures of the earth and of outer space. The first aerial photograph, however, was taken by Wilbur Wright of Wright Brothers fame. Early aerial photographs were also taken by cameras that were attached to carrier pigeons, set to take pictures every 30 seconds.

Go A Step Further

Explore reference materials more completely if you have not done so previously. Gather information on space exploration as well as more satellite information regarding the LANDSAT satellite and remote sensing. Track actual satellite paths of *Mir* and *Skylab* as well as weather satellites. Write a short paragraph on an object or place you would like a satellite to track and be sure to include an explanation.



Enrichment Activity 2

What Is a Drought?

Directions: Read the following article about droughts. Then complete the activities that follow.

Droughts are natural disasters that occur over long periods of time. The beginning of a drought may not even be recognized for weeks or months. The drought itself may last for years. Droughts can cause famine (a shortage of food), increase the danger of large-scale fires, and result in the deaths of animals and humans.

If it does not rain in your community for a week, would people begin to worry about a drought? If you live in a tropical rain forest climate, they might. If you live in a steppe climate, people would not consider a week without rain unusual.

As shown in the table below, the occurrence of drought depends on the climate region in which you live.

Climatologists, scientists who study weather and climates, have identified four types of droughts.

1. *Permanent droughts* occur in desert climates. Little vegetation grows and few people live in desert climates. The only way to raise crops is to bring water from other sources through irrigation.

Location	Drought Definition	Climate Region
Bali	6 consecutive days without rain	Tropical rain forest
Great Britain	15 consecutive days without rain	Marine west coast
India	Seasonal rainfall less than 1/2 of normal	Tropical savanna
Libya	Annual rainfall less than 7 inches (180 mm)	Desert

2. *Seasonal droughts* are predictable droughts that happen each year. Tropical savanna and Mediterranean climates experience extended dry spells followed by wet seasons.
3. *Unpredictable droughts* occur when rainfall is significantly below normal for that climate region. These droughts can occur in any climate region. Unpredictable droughts can devastate the economy of an entire region.
4. *Invisible droughts* often follow unpredictable droughts. Rain falls and people tend to think that the danger has passed. However, the amount of rain is not enough to refill rivers, streams, and aquifers. Plants still struggle for survival, because people stop conserving water since the danger appears to be past.

Taking Another Look

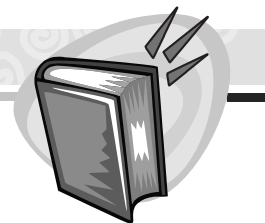
1. Work in a small group to create a water conservation poster that informs people about the danger of droughts.
2. **Understanding Cause and Effect** Write an essay that describes the changes in plant and animal life in your community that would result from an unpredictable drought.



Chapter 2, Section Resources

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EARTH PATTERNS



Guided Reading Activity 2-1

Thinking Like a Geographer

DIRECTIONS: Reading for Accuracy Reading the section and completing the activity below will help you learn more about thinking like a geographer. Use your textbook to decide if a statement is true or false. Write **T** or **F**, and if a statement is false, rewrite it correctly.

_____ 1. Geography is only the study of the earth's land, water, plants, and animals.

_____ 2. Landforms are individual features of the land like mountains and valleys.

_____ 3. People do not have much impact on the environment.

_____ 4. Geographers only look at individual cities and landforms.

_____ 5. Geographers use two main tools when they study people and places: maps and globes.

_____ 6. To accurately label exact locations on a map, geographers go to that specific location.

_____ 7. Geographic information systems (GIS) help geographers gather many different kinds of information about the same place.

_____ 8. Geography is not used very much any more.

_____ 9. Businesses never use geographic information.

_____ 10. Geographic information is used to show people how to manage resources in order to conserve these resources and not use them all up.



Guided Reading Activity 2-2

Physical Geography

DIRECTIONS: Reading for Accuracy Reading the section and completing the activity below will help you learn more about the earth's landforms and climate. Refer to your textbook to decide if a statement is true or false. Write **T** or **F**, and if a statement is false, rewrite it correctly.

- _____ 1. A theory about the earth's structure is called plate tectonics.

- _____ 2. If two continental plates smash into each other, the collision produces an earthquake.

- _____ 3. Plains are low-lying stretches of flat rolling land; plateaus are flat but have higher elevations.

- _____ 4. Valleys lie between mountains and hills.

- _____ 5. Most of the water on the earth's surface is freshwater.

- _____ 6. Most of the earth's freshwater is found in lakes and rivers.

- _____ 7. People who live in regions with little rainfall often depend on aquifers and other groundwater for their water supply.

- _____ 8. Climate is the usual, predictable pattern of weather in an area over a long period of time.

- _____ 9. As the altitude of a place increases, the temperature there increases.

- _____ 10. Scientists believe that the buildup of gases into the air will increase the overall temperature of the earth.

EARTH PATTERNS**Guided Reading Activity 2-3****People and the Environment**

DIRECTIONS: Answering Questions Reading the section and answering the questions below will help you learn more about how people can affect the environment. Use your textbook to write answers to the questions.

1. About what percent of the world's freshwater is used for farming?

2. What two steps are involved in managing water supplies?

3. Why do farmers add fertilizers to the soil?

4. How can the pesticides that farmers use to help increase food production also be harmful?

5. What are ecosystems?

6. Why do some farmers practice crop rotation?

7. How are many forests lost throughout the world?

8. What are the main sources of air pollution?

9. What happens when the chemicals in air pollution combine with precipitation?

10. How can people be sure to have useful resources in the future?

Economics and Geography Activity 1

1. GNP is the measure of all goods and services produced by a country in a year. It is measured in monetary units, such as a dollar. It helps economists measure the well-being of a society.
2. Switzerland has the highest GNP.
3. Haiti and Nepal have the lowest GNP.
4. Japan and Switzerland both have a 99 percent literacy rate.
5. Nepal has the lowest literacy rate.
6. Switzerland, Japan, United States, South Korea, Nigeria, Haiti and Nepal
7. Japan and Switzerland, United States, South Korea, Haiti, Nigeria, Nepal
8. Students should note that, generally, the higher a country's literacy rate, the higher its GNP.
9. Higher literacy rates probably result in a higher GNP. Higher literacy rates may mean higher skilled workers/an educated workforce.
10. Student answers will vary. Factors identified may include a country's political system, its number of trained workers, the amount of natural resources, and the quality of its transportation system.

History and Geography Activity 1

1. Humans learned that they could easily travel longer distances and carry heavier loads if they traveled by water.
2. Rivers, streams, and lakes were the first bodies of water to be explored.
3. Oceans and seas are salt water. No fresh-water is available. These larger bodies of water have fiercer storms. Since they are larger, the ships had to sail out of sight of land for longer periods.
4. They began their explorations from Iceland.
5. They knew that they were nearing land when they saw seals or seabirds.
6. Students should notice that the routes followed landforms whenever possible. This

made travel safer than setting out over the open waters.

7. Students could work on this activity in small groups. Students will probably arrive at the east coast. From the coast, they will show their exploration using bodies of water. Students should indicate where to place a colony. Most students will select a spot on the coastline. They should also consider placing the colony near a river from which inland navigation is possible.

Environmental Case Study 1

1. Each day scientists record temperatures at a worldwide network of weather stations on land and at sea. Scientists average the measurements to get the average global temperature.
2. To be sure it is getting warmer now, we would have to know what the temperature was for a large part of the world going back thousands of years.
3. Paleoclimatology is the study of past climate.
4. Answers will vary but should include three of the following: dates for events such as volcanic eruptions, past temperatures, a picture of climate going back thousands of years, and evidence of human and natural influences on climate.
5. Each year as a tree grows, it adds a new ring of wood. During warm years rings are thick. During cool years they are thin. By comparing tree ring patterns, scientists can pinpoint the year a ring was produced and estimate temperatures for that year.

Citizenship Activity 1

Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to critically think about issues that affect them. Students should answer the questions by using complete sentences and by supporting their

ANSWER KEY

opinions with logical arguments. Students should complete the Citizenship Activity Task by working individually and in groups. At the end of the project, have students review their work by discussing the difficulties they faced and how they resolved them. Encourage students to explain how they would improve their work if they did this project again.

World Literature Reading 1

Keepers of the Earth

1. The boy called the rock Grandfather.
2. The first story was about how the earth was created.
3. The stories protected the boy and people from the cold. Two times words like “the story seemed to drive away the cold” are used: when Great Stone told the first story to the boy, and when the boy told the story in the longhouse.

The Creation

1. The roots of the beautiful tree in Sky-World were white.
2. Finally, the muskrat was able to dive deep enough to reach a tiny speck of earth.
3. Answers will vary, but should be similar to kind, caring, friendly, respectful, and helpful.

Vocabulary Activity 1

1. true
2. true
3. false; limited government
4. true
5. false; globalization
6. false; unlimited government
7. true
8. true
9. false; urbanization
10. true
11. true
12. true

Cooperative Learning Activity 1

Students should complete the Cooperative Group Process activities and questions and answer the Quick Check questions. Have students share their responses with their groups or with the class as a whole.

Chapter Map Activity 1

Use the reproducible maps in the classroom. You may wish to use the teacher strategies presented for this chapter or other map skills strategies of your own design.

Chapter Skills Activity 1

Practicing the Skill

1. Protestant
2. Roman Catholic
3. South America, northeast
4. Native American

Applying the Skill

Student answers will vary. Students should first choose an area of focus, such as physical, economic, climatic, historic, or cultural aspects of the local area. Some students may need additional information to help them with this assignment. Articles from a local newspaper or a possible list of local economic activities may help students get started.

Reteaching Activity 1

Traditional Economies: C, F, I

Command Economies: A, E, K

Market Economies: B, G, J

Mixed Economies: D, H

Critical Thinking Skills Activity 1

Applying the Skill

1. The approximate current population of the world is more than 6 billion.
2. The greatest population growth occurred in the poorest parts of the world.
3. Fifty percent of the world’s population will be young people.

ANSWER KEY

4. Students should note that young people will have more children in the future than older people will. As a result the population will experience additional growth.
 5. It is predicted that the population in Asia and Africa will exceed that of the entire earth today. Answers may vary but students may mention that this is alarming because parts of Asia and Africa cannot adequately feed their current populations.
 6. Answers will vary but students should mention that they would need to manage their available resources, determine ways to bring in additional resources, limit further population growth, and plan for the best use of their available space.
2. Supporting details for the role of the market would be under III./B. Role of the market, labeled with Arabic numerals.
 3. Facts come after the corresponding supporting detail, which is under the capital letter for the role of the market. These facts are labeled with lowercase letters. For example:
 - C. Role of the Market
 1. supply and demand
 - a. Producers make products to meet customer's demands.
 4. Student answers may vary. The following is a correct example.

Why do people move from one place to another?

- I. To find jobs
 - A. Urbanization
 - B. Improved standard of living
- II. To find safety
 - A. Wars
 - B. Unjust governments

Practicing the Skill

1. B
2. C
3. B
4. D

Map and Graph Skills Activity 1

Applying the Skill

1. Suriname, French Guiana, and Uruguay
2. Brazil, Colombia, and Ecuador
3. Venezuela, Guyana, Suriname, and French Guiana
4. 30°S (33°S); 10°N (8°N)
5. A. Brazil; B. Venezuela; C. Paraguay; D. Argentina; E. Chile; F. Brazil
6. Students should find the coordinates of their city or the city closest to it.

Practicing the Skill

1. B
2. C
3. A
4. C

Reading and Writing Skills Activity 1

Applying the Skill

1. traditional economy, command economy, market economy

Practicing the Skill

1. A
2. C

GeoLab Activity 1

1. Students will probably especially note electronic items, shoes, and cars. They should also mention food products and other clothing items and accessories.
2. Students should comment on the high concentration of companies in Europe and Japan. Students should note that these areas have strong economies and manufacturing industries.
3. Students should notice the lack of representation from developing countries. They should comment on the probable lack of educational opportunities and natural resources. They should also recognize the lack of financial resources to buy or sell products. People in many parts of the world are struggling to develop modern economies and products.

ANSWER KEY

4. Students may have trouble imagining life without video games and the most popular shoes. They should determine, however, that they could get along in life without those items. Some students may recognize that some countries must import food from other countries to prevent starvation or malnutrition. Being able to import and export goods helps the economies of the world and helps people to know more about one another.

Enrichment Activity 1

1. The United States is an industrialized country. Students should explain that the United States is a manufacturing country with good transportation and communication systems.
2. Answers will vary. Most students will focus on the need to increase manufacturing capabilities to bring income into the country.
3. Answers will vary. Students' questions will likely focus on daily life such as: Do you go to school? What is your school like? What is your house like? What are your favorite foods? What do you like to do for fun? How do your parents make a living? Students should conclude that, in some ways, their lives are very different from those of young people in developing countries. Examples may include transportation methods, buying food at grocery or convenience stores, using E-mail or cellular phones, technology used at home or in school, buying clothing at malls or department stores, and so on.

Guided Reading Activity 1-1

1. modern technology
2. inventions
3. supersonic jets
4. communication satellites
5. Internet
6. ethnic groups

7. customs
8. minority group
9. majority
10. African Americans, Hispanics, Asian Americans, Native Americans
11. schools
12. sociologists
13. racial lines

Guided Reading Activity 1-2

I.

- A. social scientists
- B. society
 1. anthropologists
 2. sociologists
 3. human geographers

II. Culture

- A. ethnocentrism
- B. Cultural borrowing
- C. Cultural diffusion

III. rules

- A. government
- B. limited
- C. unlimited

IV. economic systems

- A. traditional economy
- B. command economy
- C. market economy
- D. mixed economy

Guided Reading Activity 1-3

1. urbanization
2. find jobs
3. refugees
4. food
5. resources
6. land
7. Palestinians
8. cooperate
9. North American Free Trade Agreement
10. civic participation
11. rights
12. responsibilities
13. Interdependence

ANSWER KEY

14. globalization
15. technology

Vocabulary Activity 2

1. geography
2. environment
3. Global Positioning System (GPS)
4. geographic information systems (GIS)
5. plate tectonics
6. climate
7. plain
8. tropics
9. greenhouse effect
10. conservation
11. pesticides
12. crop rotation
13. deforestation

Cooperative Learning Activity 2

Students should complete the Cooperative Group Process activities and questions and answer the Quick Check questions. Have students share their responses with their groups or with the class as a whole.

Chapter Map Activity 2

Use the reproducible maps in the classroom. You may wish to use the teacher strategies presented for this chapter or other map skills strategies of your own design.

Chapter Skills Activity 2

Practicing the Skill

1. It is a major industrial area.
2. Corn, oats, and soybeans are grown.
3. petroleum, coal, fluorspar, lead, and zinc

Applying the Skill

Student maps will vary. Correct examples will include a compass rose, a map key, and some local landmarks.

Reteaching Activity 2

1. human geography
2. region

3. geographic information systems (GIS)
4. greenhouse effect
5. faults
6. water
7. physical geography
8. landform
9. mountains
10. Global Positioning System (GPS)

Critical Thinking Skills Activity 2

Applying the Skill

1. Madagascar lies to the east of mainland Africa.
2. Madagascar is an island.
3. The height at the highest point is 5,000 to 10,000 feet, or 1,500 to 3,000 meters.
4. The body of water between Madagascar and mainland Africa is the Mozambique Channel.
5. Mauritius lies east of Madagascar.
6. Answers may vary but students should mention that the lowest elevations are on the outside of the island along the Indian Ocean and Mozambique Channel and gradually rise to the center of the island.

Practicing the Skill

1. D
2. C
3. D
4. B

Map and Graph Skills Activity 2

Applying the Skill

1. It is north (northwest) of London.
2. One would travel northwest.
3. Cork
4. English Channel and Atlantic Ocean
5. Dublin
6. Manchester, Birmingham, and London
7. You would travel west to Liverpool, then north to Glasgow, and then south back to Manchester.
8. Answers should accurately reflect the locations of the places chosen by the student.

ANSWER KEY

Practicing the Skill

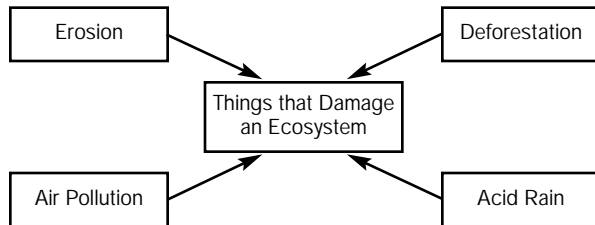
1. C
2. A
3. B

Reading and Writing Skills Activity 2

Applying the Skill

1. Hot climate
2. Cold climate
3. plateau
4. canyon
5. river
6. aquifer

Answers may vary. Correct examples may include:



Practicing the Skill

1. B
2. A

GeoLab Activity 2

1. Answers may include weather, television, cell phones, mapping, television, environmental studies, and so on.
2. Answers will vary depending on the satellites chosen by the students, but they must be able to name the actual satellite and the features they tried to duplicate.
3. Students may discuss how important it is to receive certain news information or telephone messages instantly, especially in crises or emergency situations. Satellites also help us to have a better understanding and appreciation of people outside our own culture because we have become more aware of the global community. Satellites have helped travel to become more efficient and to better prepare various locales for bad weather conditions.

Negative results might be the common attitude of today's modern society to do everything quickly and not to take the time to appreciate the simplicities of life. Students might also mention that we sometimes become impatient with any action that does not take place instantly. Sometimes news or other information arrives and is processed so quickly that details are not accurately confirmed.

4. Answers will vary, but students should note that technology is always improving and changing. It could be very likely that another technology at some point may take the place of satellites. For example, at one time LPs, not CDs, were common. Most homes have video recorders, but DVD players are gradually taking their place. Trains were once an accepted way of long-distance travel. Passenger trains today are very limited in their use.

Enrichment Activity 2

1. Encourage the groups to create a clear, simple message or theme for their posters. Make available resources that allow students to create visual images to communicate their themes.
2. Students' essays will vary. Before writing the essay, you may want to have a class discussion to identify the normal rainfall/snowfall patterns in your community.

Guided Reading Activity 2-1

1. False. Physical geography is the study of the earth's land, water, plants, and animals. Human geography is the study of where and how people live, how people change and are influenced by their environment, and how different groups compare to one another.
2. True.
3. False. People can have a major impact on the environment.

ANSWER KEY

4. False. Geographers look at individual cities and landforms as well as the big picture.
5. True.
6. False. To accurately label exact locations on a map geographers use a group of satellites called the Global Positioning System (GPS).
7. True.
8. False. Geographic information has many uses, such as planning, making sound decisions, and helping to manage resources.
9. False. Businesses use geographic information to help customers make decisions.
10. True.

Guided Reading Activity 2-2

1. True
2. False. If two continental plates smash into each other, the collision produces high mountain ranges.
3. True
4. True
5. False. Most of the water on the earth's surface is saltwater.
6. False. Most of the earth's freshwater is found in glaciers.
7. True
8. True
9. False. As altitude increases, the temperature decreases.
10. True

Guided Reading Activity 2-3

1. about 70 percent
2. The two steps involved are conservation and avoiding pollution.
3. They add fertilizer to help their crops grow.
4. The pesticides can seep into the water supply and cause harm.
5. These are places where the plants and animals are dependent upon one another and their particular surroundings for survival.
6. They practice crop rotation to avoid using up all the minerals in the soil.
7. They are lost through deforestation.
8. The main sources of air pollution are industries and vehicles that burn fossil fuels.
9. They combine to form acid rain.
10. by caring for the water, land, and air